

DIAGNOSTIC REVIEW REPORT

FOR

CAVERNA HIGH SCHOOL

2276 South Dixie Street
Horse Cave, Kentucky
42749

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Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that “in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement” and that “...lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institution’s vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

<i>Standard 1 – Purpose and Direction</i>	Standard Performance Level
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	2

Indicator		Source of Evidence	Performance Level
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • Stakeholder interviews • Review of documents and artifacts • Principal presentation 	2

Indicator		Source of Evidence	Performance Level
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • School website • Stakeholder interviews • Review of documents and artifacts • Principal presentation 	2
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • Principal presentation 	2

Indicator	Opportunity for Improvement
1.1	<p>Engage in a systematic, collaborative process with all appropriate stakeholders to formally and effectively communicate the school's purpose and direction in the context of student performance results. Regularly monitor this process for effectiveness.</p> <p>Determine the degree to which the school's existing statements of purpose and direction are serving to focus and guide decision-making with respect to meeting the needs of all students, especially those of current Novice and Apprentice learners, and use the results of this examination to inform possible revisions.</p>
Rationale	

Student Performance Data:

- It is evident that Caverna High School's state accountability rose from 2012 to 2013, primarily from improvement in college and career readiness index and mathematics, with more limited improvement in the overall core academic program. The percentages of students performing at Novice or Apprentice levels remain high.
 - 2013 reading achievement data indicates 54.3% of students performed at Novice or Apprentice levels.
 - 2013 science achievement data indicates 75% of students performed at Novice or Apprentice levels.
 - 2013 social studies achievement data indicates 91.7% of students performed at Novice or Apprentice levels.
 - 2013 writing achievement data (Grade 10) indicates 70.2% of students performed at Novice or Apprentice levels.
 - 2013 writing achievement data (Grade 11) indicates 57.9% of students performed at Novice or Apprentice levels.
 - 2013 language mechanics achievement data indicates 71.2% of students performed at Novice or Apprentice levels.
- Additionally, while Caverna's 2013 ACT composite of 16.7 shows growth of 0.4 points, it is 2.5 points below the state average.
- The percentage of students meeting ACT benchmarks in 2013 fell in all areas compared to 2012 ACT benchmark data. In English, 24.3% of students met the ACT benchmark, demonstrating a decline of 4.0%. In mathematics, 13.5% of students met the ACT benchmark, demonstrating a decline of 3.5%. In reading, 21.6% of students met the ACT benchmark, demonstrating a decline of 6.7%.

Classroom Observation Data:

- The connection between school's articulated vision statement, classroom activities, and instructional approach appears to be limited.
- Observers noted an emphasis on whole group, teacher-centered instructional practices, with very limited small group, high-engagement, student-centered instruction in some classrooms.

- Learning targets eliciting lower levels of thinking and learning were visible in some classrooms.

Stakeholder Survey Data:

- According to the 2013 TELL KY Survey:
 - 82% of teachers agree or strongly agree that the school maintains clear, two-way communication with the community.
 - 63% of Caverna teachers said that they devoted 0 to 1 hour per week to communicating with parents/guardians and/or the community.
 - 59% of teachers disagreed or strongly disagreed with the statement, “Parents/guardians know what is going on in this school.”
- According to the AdvancED staff survey, 41.18% of teachers agree or strongly agree with the statement, “Our school’s leaders engage effectively with all stakeholders about the school’s purpose and direction.”
- The number of parents surveyed did not meet the minimum response rate of 20% of school households. Accordingly, parent survey results are not included in this analysis.

Stakeholder interviews, document and artifact review:

- Caverna’s vision statement is to produce **P**roductive citizens, **R**esponsible adults, **I**nspired life-long learners, **D**edicated individuals, and **E**xcellence through an empowering education - PRIDE. Caverna also uses the motto “Excellence is our expectation.” However, these two messages compete with others on the Colonel Connection newsletter (“Proficiency is a Goal ... Excellence is an Expectation,” with the PRIDE emblem superimposed over the school name), on the school website (“Caverna High School – Where Commitment Turns Dreams Into Reality”), and on some versions of the Week at a Glance announcements sheet (“The Staff of Caverna High School is committed to creating a progressive academic foundation that encourages students to dream and prepares them to succeed”). Some versions of a former vision statement remain displayed in hallways.
- The Executive Summary articulates a yearlong, collaborative process to create the vision statement. Evidence exists to support a collaborative process. However, while some faculty articulated an understanding of the statement’s connection to student performance, most community stakeholders could not.
- The provided District Communication Plan does not address the school vision statement.

Indicator	Opportunity for Improvement
1.2	Initiate a process to communicate the school's shared values and beliefs about teaching and learning to all stakeholders. Implement a collaborative, intentional process that includes all appropriate stakeholders, to systematically connect these beliefs to classroom instructional practices which support challenging, equitable educational programs and learning experiences for all students.
Rationale	

Student Performance Data:

- The PLAN assessment is administered to determine college readiness of 10th grade students. The following table is taken from 2013 PLAN results and compares the percentage of Caverna students meeting ACT benchmarks for college readiness to state percentages of students meeting those benchmarks.

	School/District	State
English	54.3%	67.8%
Mathematics	13.0%	25.8%
Reading	34.8%	43.2%
Science	15.2%	21.2%

- The 2013 Kentucky Council on Postsecondary Education (CPE's) College Readiness benchmarks on the ACT indicated Caverna High School's students achieved proficiency levels significantly lower than state percentages:

	School/District	State
English	24.3%	53.1%
Mathematics	13.5%	39.6%
Reading	21.6%	44.2%

- Performance data does not suggest that the majority of students are on track to manage a college-level academic program.

Classroom Observation Data:

- The connection between the school's formal vision statement, classroom activities, and instructional approaches that were observed is limited. Using the Effective Learning Environment Observation Tool (ELEOT), overall ratings of 1.9 in Equitable Learning, 2.1 in Active Learning, 1.7 in High Expectations, 1.9 in Supportive Learning, and 1.7 in Digital Learning (using a 4 point scale) indicate a disconnect between the stated vision of lifelong learning and excellence through an empowering education and classroom learning experiences for the majority of

students.

- The existence of a coherent system of tiered interventions, consistent use of standards-based instructional practices, personalization of learning, and differentiation was in evidence to a very limited degree. A poster labeled “Caverna Independent Schools Districtwide Expectations for Instruction” was displayed in a school hallway. However, stakeholders could not articulate the use of a district curriculum document that resulted from a district-led, supported, and monitored curriculum initiative.

Stakeholder Survey Data:

- Surveys suggest that staff members are satisfied with the school’s formal statements of purpose and direction.
 - In the staff survey, 90% of staff agreed or strongly agreed that, “Our school's purpose statement is clearly focused on student success.”
- Fewer staff members agree that school board policy supports this purpose and direction.
 - In the staff survey, 55% of staff agreed or strongly agreed that, “Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.”
- Additionally, according to the 2013 TELL KY Survey, 65% of teachers agree or strongly agree with the statement, “The faculty and leadership have a shared vision.”

Indicator	Opportunity for Improvement
1.3	Implement collaborative, clearly communicated, and consistently monitored school improvement planning processes to ensure that they provide direction for improving performance as well as the conditions that support learning at the school. Ensure that the process is 1) well documented, 2) systematic and continuous, 3) engages representatives from all stakeholder groups, 4) is “results” driven as opposed to “compliance” driven, and 5) that the effectiveness of the process in improving performance and learning conditions is evaluated regularly.
Rationale	

Classroom Observation Data:

- Effective Learning Environment Observation Tool (ELEOT) data revealed the following:
 - In 28% of classrooms observed, it was evident/very evident that students were encouraged to know and strive to meet high expectations established by the teacher.
 - In 34% of classrooms observed, it was evident/very evident that students were tasked with activities and learning that were challenging but attainable.
 - In 11% of classrooms observed, it was evident that students were provided exemplars of high quality work.

- In 17% of classrooms observed, it was evident that students were engaged in rigorous coursework, discussions, and/or tasks.
 - In 17% of classrooms observed, it was evident that students were asked and responded to questions that require higher-order thinking (e.g., applying, evaluating, synthesizing).
- These results indicate minimal and/or unintentional efforts to engage students in higher-order learning.

Stakeholder Survey Data:

- 70% of staff members strongly agree or agree with the statement, “Our school has a continuous improvement process based on data, goals, actions, and measures for growth.”
- Student survey data suggests possible leverage points for further development of the school’s continuous improvement planning processes:
 - In surveys, 60% of students strongly agree or agree with the statement, “In my school, teachers work together to improve student learning.”
 - 44% of students indicated in surveys that they strongly agree or agree with the statement, “My school considers students’ opinions when planning ways to improve the school.”

Stakeholder interviews, document and artifact review:

- A poster labeled “Caverna Independent Schools Districtwide Expectations for Instruction” was displayed in a school hallway. However, stakeholder interview data did not reveal knowledge of a district curriculum document, school curriculum documents or pacing guides, common student-friendly learning targets, or a district-led curriculum process.
- Stakeholder interview data indicated very few administrative walkthroughs have occurred.
- Stakeholder interview data indicated a limited awareness of a data disaggregation process to inform teacher instructional practices and student learning tactic adjustments.

Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly “influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization.” With the increasing

demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and must involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

<i>Standard 2 – Governance and Leadership</i>	Standard Performance Level
The school operates under governance and leadership that promote and support student performance and school effectiveness.	2

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	<ul style="list-style-type: none"> • Previous KDE Leadership Assessment • AdvancED Stakeholder Survey data • Review of documents and artifacts • Principal interview 	2

Indicator		Source of Evidence	Performance Level
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> • 30-60-90 Day Plans • Governing Code of Ethics • District Communication Plan • Assurances, certifications • Committee Structure • Principal presentation 	2
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none"> • 30-60-90 Day Plans • Meeting agendas and minutes • Principal presentation • Stakeholder interviews • Advisory Council meeting agendas and minutes 	2
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	<ul style="list-style-type: none"> • Vision and mission statements • Meeting agendas • Teacher Leadership Team meeting agendas and minutes • Advisory Council meeting agendas and minutes • Principal presentation • 30-60-90 Day Plan • Comprehensive School Improvement Plan (CSIP) • Professional Development Plan 	2

Indicator		Source of Evidence	Performance Level
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	<ul style="list-style-type: none"> • Self-Assessment • District Communication Plan • ELEOT Classroom Observation Data • AdvancEd Stakeholder Survey Data • TELL KY Survey Data • Teacher Leadership Team (TLT) meeting agendas and minutes 	2
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<ul style="list-style-type: none"> • Continuous Instructional Improvement Technology System (CIITS) • Governing body policy • Professional Development Plan • Self-Assessment • AdvancEd Stakeholder Survey Data • Stakeholder interviews 	2

Indicator	Opportunity for Improvement
2.1	Develop and implement a process for the School Advisory Council and the superintendent to collaborate with school administration on a systematic review, revision and alignment of school policies to support the school's purpose and direction. Policy review priorities should include: 1) budgeting and fiscal management, 2) professional development, 3) monitoring of effective instruction and assessment practices to ensure equitable and challenging learning experiences for all students. Ensure that revisions are clearly articulated to all stakeholders, and that they are monitored and evaluated for their effectiveness in improving student achievement.
Rationale	

Classroom Observation Data:

- Classroom observations reveal very mixed results, which do not suggest the existence of effective policies or practices that have mechanisms in place for the monitoring of research-aligned instruction and assessment practices. For example:
 - Instances in which students were tasked with activities and learning that were challenging but attainable were evident/very evident in 34% of classrooms.
 - While survey data and stakeholder interviews indicated that the principal and teachers have high expectations for students, classroom observations suggest that these expectations are limited. The overall rating for the High Expectations Learning Environment was 1.7 on a 4 point scale.
 - Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 28% of classrooms. Learning targets were posted in very few classrooms. Observers noted that the established learning targets were lower level - “identify,” “list,” etc.
 - Instances in which students were engaged in rigorous coursework, discussion, and/or tasks were evident in only 17% of classrooms, suggesting that professional development focusing on rigor and relevance has had little impact on instructional effectiveness.
 - Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying, evaluating, synthesizing) were evident in only 17% of classrooms. This data suggests that the school has established a high expectations environment to a very limited degree.

Stakeholder Survey Data:

- According to staff survey results, 52.64% of the staff indicated that they agree or strongly agree with the statement, “Our school’s governing body or school board complies with all policies, procedures, laws, and regulations.”

Stakeholder interviews, document and artifact review:

- An Advisory Council has been established to consult and collaborate with school-level administration.
- Review of the Advisory Council schedule/minutes indicate that the group is meeting on a consistent basis with a set agenda of items each month.
- Policy development/revision is a standing item on the Advisory Council agenda.

Indicator	Opportunity for Improvement
2.2	Develop, implement, and monitor meaningful and ongoing professional development to specifically foster Advisory Council members’ effectiveness. Ensure that the Council functions as a cohesive unit for the benefit of effective system operation and student learning.
Rationale	

Stakeholder Survey Data:

- 42% of the staff agree or strongly agree with the statement, "Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership," indicating leverage points for improvement.

Stakeholder interviews, document and artifact review:

- According to the principal's presentation and 30-60-90 Day Plan, ongoing professional development for Advisory Council Members is not a priority as part of the systematic process.
- One council member has not been provided training from the Kentucky Department of Education.

Indicator	Opportunity for Improvement
2.3	Initiate a collaborative mentoring process between the district and the school that ensures protection, support, and appropriate levels of autonomy of school leadership for the sole purpose of accomplishing goals for improvement in student learning and instruction and to manage day-to-day operations of the school within an instructional leadership context.
Rationale	

Student Performance Data:

- A review of academic performance data revealed the following percentages of Caverna students scoring at Novice and Apprentice levels compared to state percentages:

	Novice (Caverna)	Novice (State)	Apprentice (Caverna)	Apprentice (State)
Reading	41.3%	33.9%	13.0%	10.3%
Mathematics	0%	24.8%	33.3%	39.2%
Science	25%	20.2%	50%	43.5%
Social Studies	63.9%	31.8%	27.8%	16.9%
Writing (Grade 10)	14.9%	10.5%	55.3%	53.9%
Writing (Grade 11)	7.9%	10.5%	50%	27.8%
Language Mechanics	35.6%	17.8%	26.7%	29.2%

- While this data reveals percentages lower than state averages in some core academic areas (Mathematics – Novice and Apprentice, Grade 11 Writing – Novice), most Novice and Apprentice percentages are higher than state averages. This disparity indicates a need for systematic monitoring of curriculum, instruction, and assessment.

Classroom Observation Data:

- Observers mostly noted well-behaved, compliant students and primarily teacher-centered and teacher-directed instruction, suggesting a greater need for administrative instructional leadership at the school and district levels.

Indicator	Opportunity for Improvement
2.4	Evaluate the system by which school leaders and teachers expect all students to be held to high standards in all courses of studies. Systematically monitor this system for effectiveness. Ensure a culture of collective accountability for student learning by improving stakeholder communication and engagement in shaping decisions, providing feedback to teacher leaders, and working collaboratively on school improvement efforts.
Rationale	

Student Performance Data:

- A review of academic performance data revealed the following percentages of Caverna students scoring at Novice and Apprentice levels compared to state percentages:

	Novice (Caverna)	Novice (State)	Apprentice (Caverna)	Apprentice (State)
Reading	41.3%	33.9%	13.0%	10.3%
Mathematics	0%	24.8%	33.3%	39.2%
Science	25%	20.2%	50%	43.5%
Social Studies	63.9%	31.8%	27.8%	16.9%
Writing (Grade 10)	14.9%	10.5%	55.3%	53.9%
Writing	7.9%	10.5%	50%	27.8%
Language Mechanics	35.6%	17.8%	26.7%	29.2%

- While this data reveals percentages lower than state averages in some core academic areas (Mathematics – Novice and Apprentice, Grade 11 Writing – Novice), most Novice and Apprentice percentages are higher than state averages. This disparity indicates a need for systematic monitoring of curriculum, instruction, and assessment.

Classroom Observation Data:

- The Effective Learning Environments Observation Tool (ELEOT) summary data revealed the following:

B. High Expectations						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
B.1	1.9	Knows and strives to meet the high expectations established by the teacher	39%	33%	22%	6%
B.2	2.0	Is tasked with activities and learning that are challenging but attainable	39%	28%	28%	6%
B.3	1.4	Is provided exemplars of high quality work	72%	17%	11%	0%
B.4	1.6	Is engaged in rigorous coursework, discussions, and/or tasks	56%	28%	17%	0%
B.5	1.6	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	56%	28%	17%	0%
Overall rating on a 4 point scale:		1.7				

- Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 28% of classrooms.
- Learning targets were posted in very few classrooms. Observers noted that the established learning targets produced mostly lower levels of rigor (e.g., prompting students to “identify” or “list”).
- Instances in which students were engaged in rigorous coursework, discussion, and/or tasks were evident in only 17% of classrooms, suggesting that professional development focusing on rigor and relevance has had little impact on instructional effectiveness.
- Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying, evaluating, synthesizing) were evident in only 17% of classrooms. This data suggests that the school has not fully established a high expectations environment.

Stakeholder Survey Data:

- According to the Staff Stakeholder Survey Data, 73.69 agree or strongly agree with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."
- 52.63 % strongly agree or agree with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning."

Stakeholder interviews, document and artifact review:

- The principal has formed a Teacher Leadership Team (TLT) for the stated purpose of building leadership capacity with faculty beyond the established school administrative team. This group meets bimonthly. TLT members serve as lead teachers.
- Teacher Leadership Team agendas do not reflect the degree to which this work is part of a continuous improvement cycle.

Indicator	Opportunity for Improvement
2.5	Analyze the effectiveness of current systems and processes implemented by the school to involve stakeholders in support of the school's purpose and direction. Use the results of this evaluation to create two-way communication and meaningful engagement of stakeholder groups in shaping decisions, providing feedback to school leaders, and working collaboratively on school improvement efforts, etc.
Rationale	

Student Performance Data:

- Student performance data demonstrates Caverna High School's student achievement is well below state averages and has not improved significantly in the last two years except in the area of mathematics. The principal expressed a sense of urgency in his presentation and interview with regard to improving performance and learning conditions, but this sense of urgency does not seem to be shared by other stakeholders.
- While it is evident that Caverna High School's overall state accountability index rose from 2012 to 2013, primarily from improvement in college and career readiness index, improvement in the core academic program was very small except in mathematics.
- Additionally, while Caverna's 2013 ACT composite of 16.7 shows growth of 0.4 points, it is 2.5 points below the state average.
- The percentage of students meeting ACT benchmarks in 2013 fell in all areas compared to 2012 ACT benchmark data. In English, 24.3% of students met the ACT benchmark, demonstrating a decline of 4.0%. In mathematics, 13.5% of students met the ACT benchmark, demonstrating a decline of 3.5%. In reading, 21.6% of students met the ACT benchmark, demonstrating a decline of 6.7%.

Stakeholder Survey Data:

- While 47% of staff members agree that “our school's leaders engage effectively with all stakeholders about the school’s purpose and direction,” the team noted that participation from other stakeholder groups is not evident.

Stakeholder interviews, document and artifact review:

- Artifacts and documents show only limited engagement and involvement by parents in the school, (e.g., parents participating in student conferences, parent volunteers, or opportunities for parents to serve in leadership roles, shape decisions, and engage in improvement planning initiatives).

Other pertinent information:

- Low levels of stakeholder engagement were identified as a deficiency in the 2012 KDE Leadership Assessment.

Indicator	Opportunity for Improvement
2.6	Create a systematic plan for ensuring administrator presence in classrooms to monitor and evaluate the implementation of school-wide professional practice and its transference to student learning. Provide specific, timely feedback for teachers that focus on the improvement or creation of curriculum documents to improve student learning.
Rationale	

Student Performance Data:

- It is evident that Caverna High School’s state accountability index rose from 2012 to 2013, primarily from improvement in college and career readiness index and mathematics, with more limited improvement in the overall core academic program. The percentages of students performing at Novice or Apprentice levels remain high.
 - 2013 reading achievement data indicates 54.3% of students performed at Novice or Apprentice levels.
 - 2013 science achievement data indicates 75% of students performed at Novice or Apprentice levels.
 - 2013 social studies achievement data indicates 91.7% of students performed at Novice or Apprentice levels.
 - 2013 writing achievement data (Grade 10) indicates 70.2% of students performed at Novice or Apprentice levels.
 - 2013 writing achievement data (Grade 11) indicates 57.9% of students performed at Novice or Apprentice levels.
 - 2013 language mechanics achievement data indicates 71.2% of students performed at Novice or Apprentice levels.

- Additionally, while Caverna's 2013 ACT composite of 16.7 shows growth of 0.4 points, it is 2.5 points below the state average.
- The percentage of students meeting ACT benchmarks in 2013 declined in all areas compared to 2012 ACT benchmark data. In English, 24.3% of students met the ACT benchmark, demonstrating a decline of 4.0%. In mathematics, 13.5% of students met the ACT benchmark, demonstrating a decline of 3.5%. In reading, 21.6% of students met the ACT benchmark, demonstrating a decline of 6.7%.

Classroom Observation Data:

- While most students appeared to comply with teacher directions and assignments, the stated professional development initiatives (e.g., Literacy across the Curriculum, Rigor and Relevance in the Classroom) were not evident in student work products or in observed instructional strategies.

Stakeholder interviews, document and artifact review:

- Administrative feedback was not evident as an integral part of a continuous improvement cycle for teaching and learning. The team noted that the only specific feedback occurred on teacher Professional Growth Plans.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide

experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

<i>Standard 3 – Teaching and Assessing for Learning</i>	Standard Performance Level
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	1.5

Indicator	Source of Evidence	Performance Level
3.1 The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • PLC Agendas • Continuous Instructional Improvement Technology System (CIITS) 	1

Indicator		Source of Evidence	Performance Level
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • Teacher Leadership Team (TLT) agendas • CIITS Lesson Plans and Unit Plans • PLC Agendas 	1
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • PLC Agendas 	1

Indicator		Source of Evidence	Performance Level
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • Professional Growth Plans 	1
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • PLC Agendas 	2

Indicator		Source of Evidence	Performance Level
3.6	Teachers implement the school's instructional process in support of student learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • PLC Agendas 	1
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • Professional Development agendas • Principal presentation 	2

Indicator		Source of Evidence	Performance Level
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • District Communication Plan 	2
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • Mentoring Plan 	3

Indicator		Source of Evidence	Performance Level
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	1
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • PLC agendas • Professional Development agendas 	2

Indicator		Source of Evidence	Performance Level
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	1

Indicator	Opportunity for Improvement
3.5	Generate a process to monitor the effectiveness of teacher collaboration focused on consistently analyzing student learning outcomes to systematically adjust and revise curriculum and instruction to meet student learning needs. Provide teachers with professional development in the formal practice of learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching.
Rationale	

Student Performance Data:

- While there were some student achievement gains on accountability exams in reading, mathematics, science, and writing in 2013, the percentages of students scoring at Proficient or Distinguished levels in reading, science, social studies, and writing were below state averages.
- The percentage of students meeting ACT benchmarks in English, mathematics, and reading decreased in comparison to the percentage of students meeting the same benchmarks in 2012.
- Student performance at Proficient and Distinguished levels in the non-duplicated gap group on reading, science, social studies, and writing accountability exams was below the state average.

Classroom Observation Data:

- The Effective Learning Environments Observation Tool (ELEOT) observation data reveals the following leverage points for improvement:
 - The Equitable Learning Environment received an overall rating of 1.9 on a 4 point scale.
 - The High Expectations Environment received an overall rating of 1.7 on a 4 point scale.
 - The Supportive Learning Environment received an overall rating of 1.9 on a 4 point scale.
 - The Active Learning Environment received an overall rating of 2.1 on a 4 point scale.
 - The Progress Monitoring Environment received an overall rating of 1.8 on a 4 point scale.
 - The Well-Managed Environment received an overall rating of 2.2 on a 4 point scale.
 - The Digital Environment received an overall rating of 1.7 on a 4 point scale.

Stakeholder Survey Data:

- 63.16% of staff agree or strongly agree with the statement, “Our school’s leaders support an innovative and collaborative culture.”
- 52.63% of staff agree or strongly agree with the statement, “All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.”
- 63.15% of staff agree or strongly agree with the statement, “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).”

Stakeholder interviews, document and artifact review:

- Teacher interviews, the principal’s presentations, and the principal’s interview demonstrate that the school values teacher collaboration but lacks a formal process to continuously improve the effectiveness and consistency of such collaboration to address student learning needs.
- Stakeholder interviews indicate there is a school wide emphasis on teacher collaboration, but there is no formal monitoring structure in place to ensure collaboration is consistently effective across content areas and grade levels.
- The master schedule emphasizes efforts to develop a culture of teacher collaboration through the creation of common planning periods for teachers teaching in the same content areas.
- Interviews with students and teachers indicate that collaboration between special education teachers and regular classroom teachers needs refinement through more effective collaborative planning opportunities.

Indicator	Opportunity for Improvement
3.7	Engage all school personnel in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Ensure these programs set expectations for all school personnel and include measures of performance.
Rationale	

Classroom Observation Data:

- According to the Effective Learning Environment Observation Tool (ELEOT) summary data the Well-Managed Environment was the highest rated at Caverna High School, with a rating of 2.2 on a 4 point scale. This rating indicates some shared classroom management strategies between experienced and new teachers.
- However, a deeper look at the ELEOT data demonstrates a need for more teacher support.
 - 61% of the visits did not observe or only partially observed students knowing classroom routines, behavioral expectations, and consequences.
 - 78% of the visits did not observe or only partially observed students transitioning smoothly and efficiently to activities.

Stakeholder Survey Data:

- 68.42% of staff agree or strongly agree with the statement, "In our school, staff members provide peer coaching to teachers."
- 68.42% of staff agree with the statement, "In our school, a formal process is in place to support new staff members in their professional practice."
- 68.42% of staff agree or strongly agree with the statement, "In our school, all staff members participate in continuous professional learning based on identified needs of the school."
- 52.63% of staff agree or strongly agree with the statement, "In our school, a professional learning program is designed to build capacity among all professional and support staff members."
- However, despite the majority agreement with these statements, there is still a large percentage of teachers (approximately 30%) who do not agree that a support system is in place for new teachers. Additionally, approximately half of the teachers do not agree that the school's professional learning program is designed to build capacity among all professional and support staff members.

Stakeholder interviews, document and artifact review:

- Stakeholder interviews indicated some peer coaching occurs between new and experienced teachers on an informal basis. Also, some bi-weekly PLC meetings have included coaching regarding at least one classroom instructional strategy. Stakeholder interviews did not reveal a consistent model of support for new teachers.

Indicator	Opportunity for Improvement
3.8	Expand opportunities to meaningfully engage families in their children's educational and learning experiences. Evaluate the effectiveness of such programs and ensure that families have multiple ways of staying informed of their children's learning progress.
Rationale	

Stakeholder Survey Data:

- According to the student survey, 49% agree or strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning," suggesting that at least half the students disagree or are ambivalent to the existence of opportunities for family engagement.
- According to the staff survey, 42% of staff agree or strongly agree with the statement, "In our school, all school personnel regularly engage families in their children's learning progress," suggesting leverage points for improvement in this area.
- 42.95% of students agree with the statement, "All of my teachers keep my family informed of my academic progress."
- The number of parents surveyed did not meet the minimum response rate of 20% of school households. Accordingly, parent survey results are not included in this analysis.

Stakeholder interviews, document and artifact review:

- Parent and community stakeholder interviews indicated that they are somewhat satisfied with the efforts of the school to involve families in student learning (e.g., "Family Fun Night" coinciding with parent/teacher conferences), but would like for the school to increase communication about further engagement opportunities.
- Some interviews indicated a perception that the school's attempts at engaging families were sufficient.
- The school issues a newsletter and maintains a website. The principal also communicates through a variety of other social media (e.g., Facebook, Twitter). Most teacher websites are not active or contain only very limited information such as a picture and a biography.

Indicator	Opportunity for Improvement
3.11	Engage all staff members in a continuous program of professional learning that is aligned with the school's purpose and direction. Implement professional development workshop opportunities based on an assessment of the school's needs. Monitor and evaluate the program regularly to ensure it builds capacity among staff members who participate.
Rationale	

Student Performance Data:

- While there were student achievement gains on accountability exams in reading, mathematics, science, and writing in 2013, the percentage of students performing at Proficient or Distinguished levels in reading, science, social studies, and writing were below the state average. Additional academic performance data points indicate a need to develop and implement an effective instructional process that is consistent across all content areas.
 - The percentages of students meeting ACT benchmarks in English, mathematics, and reading decreased when compared to the percentages of students meeting ACT benchmarks in 2012.
 - Student performance at Proficient and Distinguished levels in the non-duplicated gap group on reading, science, social studies, and writing accountability exams was below the state average.
 - In 2013, only 8.6% of students performed at Proficient or Distinguished levels on the U.S. History End-of-Course Assessment.

Classroom Observation Data:

- The school has provided multiple professional development opportunities focused on student engagement and rigor for staff members. However, the Effective Learning Environment Observation Tool (ELEOT) data indicates a disconnect between professional development and classroom practice.
 - It was evident/very evident that students were actively engaged in learning activities in 33% of classrooms.
 - It was evident/very evident that students knew and were striving to meet high expectations of the teacher in 28% of classrooms.
 - It was evident/very evident that students were tasked with activities and learning that were challenging but attainable in 34% of classrooms.
 - It was evident/very evident that students were provided with exemplars of high quality work in 11% of classrooms.
 - It was evident/very evident that students were engaged in rigorous coursework, discussions, and/or tasks in 17% of classrooms.
 - It was evident/very evident that students were being asked and responded to questions that required higher-order thinking in 17% of classrooms.

Stakeholder Survey Data:

- 68.42% of staff agree or strongly agree with the statement, “In our school, all staff members participate in continuous professional learning based on identified needs of the school.”
- 52.63% of staff agree or strongly agree with the statement, “In our school, a professional learning program is designed to build capacity among all professional and support staff members.”

Stakeholder interviews, document and artifact review:

- Stakeholder interviews revealed an awareness of professional learning initiatives. However, very minimal evidence existed to support a specific implementation/monitoring plan to ensure the effectiveness of these initiatives.

Other pertinent information:

- The principal’s presentation detailed Caverna High School’s participation in the Rigor and Relevance series of professional development workshops from Daggett’s International Center for Leadership in Education. The principal indicated a strong awareness of what should be taking place in classrooms in order to ensure student engagement and instructional rigor. However, he also acknowledged a need to provide further teacher monitoring and support.

Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) “demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs that are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

Standard 4 – Resources and Support Systems	Standard Performance Level
The school has resources and provides services that support its purpose and direction to ensure success for all students.	2.6

Indicator		Source of Evidence	Performance Level
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • Council policies 	3
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • School and district staff assignments • Media Center and Technology Lab observations • Social media outlets (e.g., Facebook, Twitter) • Assessment and intervention software 	3
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • District Technology Plan 	3

Indicator		Source of Evidence	Performance Level
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none">• Self-Assessment• Executive Summary• Previous KDE Leadership Assessment• KDE School Report Card• AdvancED Stakeholder Survey data• ELEOT Classroom Observation data• Stakeholder interviews• Review of documents and artifacts• Calendars/announcements• Council minutes• Youth Service Center services list• Student services brochure• Evidence of community and university partnerships• Comprehensive School Improvement Plan (CSIP)	2

Indicator		Source of Evidence	Performance Level
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • Comprehensive School Improvement Plan (CSIP) • Intervention and tutoring plan • Assessment software • College and Career Readiness Coach job description • Master schedule • Student schedules • Special needs referral process • District evaluation process 	3

Indicator	Opportunity for Improvement
4.2	Align instructional time, material resources, fiscal resources, and school operations to support the purpose and direction of the school. Ensure that school policies are consistently implemented in order to protect instructional time and equitably allocate resources. Ensure that the process for acquiring resources is transparent, equitable, and contributes to opportunities for students to attain challenging learning expectations.
Rationale	

Classroom Observation Data:

- Although a policy related to cell phones exists, it is not consistently enforced. Classroom observations indicated some unmonitored student use of cell phones, computers, and iPads during class time for non-instructional purposes.
- A policy exists regarding protection of instructional time. Announcements were made twice daily, to begin and end the school day. Teachers received phone calls during class time. Bell-to-bell instruction was not evident in all classrooms.

Stakeholder Survey Data:

- 63.16% of staff members agree or strongly agree that instructional time is protected.
- 42.1% of staff members agree or strongly agree that sufficient materials are available.
- The number of parents surveyed did not meet the minimum response rate of 20% of school households. Accordingly, parent survey results are not included in this analysis.

Stakeholder interviews, document and artifact review:

- Stakeholder interviews indicated no consistent, clearly communicated process for acquiring resources.
- Stakeholder interviews indicated minimal consistency in scheduling common planning meetings. Stakeholders stated that agendas and schedules of events were not always clearly communicated in a timely manner.
- Student interviews indicated little clarity as to the schedule for student mentoring meetings.

Other pertinent information:

- The school's budget reflected \$18,497 budgeted for materials, software, field trips, professional development, library, supplies, and operations.

Indicator	Opportunity for Improvement
4.3	Establish specific expectations and monitoring procedures for maintaining a safe, clean, and healthy environment for all stakeholders. Communicate clear accountability expectations to all staff and students.
Rationale	

Classroom Observation Data:

- Clear expectations and plans for staff supervision and student transition procedures were not evident.
- Students were observed transitioning with the bell tone rather than waiting for teacher direction or closure.
- Students were observed sitting without supervision in classrooms on several occasions.
- Restrooms were not monitored.
- Students were allowed to be in the hallway without hall passes.
- During transitions, students were allowed to use profanity and make inappropriate physical contact without redirection.

Stakeholder Survey Data:

- Surveys indicate that 41.66% of students agree or strongly agree with the statement, “In my school, the building and grounds are safe, clean, and provide a healthy place for learning.”
- Staff surveys indicate 63% of teachers agree that “our school maintains facilities that contribute to a safe environment,” and 42% agree that “our school maintains facilities that support student learning.”

Stakeholder interviews, document and artifact review:

- Stakeholder interviews indicate that the building is in need of maintenance and that repairs are not always addressed in a timely manner.
- Stakeholders pointed out that discipline expectations are not consistently addressed.

Other pertinent information:

- Observations of restrooms, classrooms, labs, and storage areas indicate that the facility is in need of maintenance and a thorough cleaning.

Indicator	Opportunity for Improvement
4.6	Implement, monitor, and evaluate a coordinated approach to clearly determine and meet the physical, social, and emotional needs of each student in the school.
Rationale	

Stakeholder Survey Data:

- Student surveys indicate that 73.15% of students are satisfied with the career counseling and services offered. However, the student survey did not directly address services to meet social, emotional, or physical needs.
- The number of parents surveyed did not meet the minimum response rate of 20% of school households. Accordingly, parent survey results are not included in this analysis.

Stakeholder interviews, document and artifact review:

- Student and staff interviews indicated that individual staff members address the physical, emotional, or social needs of students on an as-needed basis. Students affirmed that they knew certain teachers or administrators would help them with individual needs.
- There was no mention of a system for documenting or coordinating efforts, and some stakeholders expressed taking care of student needs personally out of concern that students' needs might not be addressed in a timely manner if requests were made through administration or the Family Resource/Youth Service Center (FRYSC).

- A school nurse was described in the school's Student Services brochure. However, evidence suggested the nurse was primarily available to the district's elementary school.
- Stakeholder interviews and the Family Resource/Youth Service Center (FRYSC) brochure indicate the center's primary levels of assistance as follows: clothing assistance, Angel Tree, career fair support, and anti-bullying programs.

Other pertinent information:

- The school counselor serves Caverna High School and Caverna Middle School. The counselor handles a multitude of tasks (enrollments, records, scheduling, college transition, scholarships) and serves as the Building Assessment Coordinator for Caverna High School and Caverna Middle School.

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, data, and other information to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 5 – Using Results for Continuous Improvement	Standard Performance Level
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	2

Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • Measures of Academic Progress (MAP) assessment data 	2

Indicator		Source of Evidence	Performance Level
5.2	Professional and support staffs continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2
5.3	Professional and support staff is trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • Teacher Leadership Team (TLT) meeting agendas and minutes • PLC sign-in sheets 	2

Indicator	Opportunity for Improvement
5.1	Articulate, maintain, and monitor for effectiveness a clearly defined and comprehensive assessment system, in order to improve classroom instruction, student learning, and school performance indicators that include multiple assessment measures.
Rationale	

Student Assessment Data

- Some compiled and organized student assessment data (e.g., MAP, EPAS, K-PREP, End-of-Course Assessments) suggests the existence of a system of assessment. However, all appropriate stakeholders do not regularly or collaboratively monitor the system for effectiveness.

Classroom Observation Data

- The Effective Learning Environment Observation Tool (ELEOT) observation data revealed only 21% evident/very evident occurrences of students having opportunities to revise or improve work based on feedback, suggesting minimal meaningful classroom formative assessment practices.
- Additionally, ELEOT observation data revealed only 21% evident or very evident occurrences of responding to teacher feedback to improve understanding.

Stakeholder Survey Data

- Some AdvancEd stakeholder survey results indicate leverage points for improving a clearly defined and comprehensive assessment system.
 - Approximately 42% of staff agree or strongly agree with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice."
 - Approximately 53% of staff agree or strongly agree with the statement, "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum."
 - Approximately 58% of staff agree or strongly agree with the statement, "In our school, all staff members use student data to address the unique learning needs of all students."

Stakeholder Interview Data

- Stakeholder interviews indicated inconsistent knowledge and/or use of compiled and organized student assessment data (e.g., MAP, EPAS, K-PREP, End-of-Course Assessments) to inform teacher planning and instruction and student learning tactic adjustments.

Indicator	Opportunity for Improvement
5.2	Ensure that all data processes and procedures are used to improve instructional practices, evaluate improvement plans, and program effectiveness as it relates to student learning and achievement.
Rationale	

Student Performance Data:

- Student performance data suggests that the degree to which the school's continuous improvement planning processes are truly effective in improving instructional practices, analyzing and using data to make modifications and adjustments to teacher practices, school policy, and allocation of resources is limited.
 - The PLAN assessment is administered to determine college readiness of 10th grade students. The following table is taken from 2013 PLAN results and compares the percentage of Caverna students meeting ACT benchmarks for college readiness to state percentages of students meeting those benchmarks.

	School/District	State
English	54.3%	67.8%
Mathematics	13.0%	25.8%
Reading	34.8%	43.2%
Science	15.2%	21.2%

- The 2013 Kentucky Council on Postsecondary Education (CPE's) College Readiness benchmarks on the ACT indicated Caverna's students achieved proficiency levels significantly lower than state percentages:

	School/District	State
English	24.3%	53.1%
Mathematics	13.5%	39.6%
Reading	21.6%	44.2%

- Student performance data does not suggest that the majority of students are on track to manage a college-level academic program.
- Current School Report Card data suggests that a large percentage of students are falling short of the proficiency level set by the state. Again, this shortfall would strongly suggest that proper assessment analysis and application of improvement plans from such analysis is not being fully embraced by Caverna High School staff.

2012-13	Novice	Apprentice	Proficient	Distinguished
Reading	41.3%	13.0%	41.3%	4.3%
Mathematics	0%	33.3%	57.6%	9.1%
Science	25%	50%	17.5%	7.5%
Social Studies	63.9%	27.8%	8.3%	0%
Writing (Grade 10)	14.9%	55.3%	25.5%	4.3%
Writing (Grade 11)	7.9 %	50%	36.8%	5.3%
Language Mechanics	35.6%	35.6%	26.7%	2.2%

Classroom Observation Data:

- Classroom observations do not suggest that the school is systematically attempting to modify or adjust instructional approach based on data.
 - The vast majority of classrooms relied almost exclusively on whole group teacher-centered and teacher-led discussion as the primary instructional method.
 - In a few instances, teacher-led discussion was supplemented by small group instruction.
 - Instances in which students were provided differentiated learning opportunities, had opportunities to engage in higher-order thinking, solve problems, use technology as a learning tool, work in collaborative groups, engage in self-reflection, apply their learning to real world situations, or connect learning from other classes/courses were observed infrequently.
 - Limited evidence that classroom instruction is modified based on student data/needs exists in PLC or TLT documentation.

Stakeholder Survey Data:

- 70% of staff members strongly agree or agree with the statement, "Our school has a continuous improvement process based on data, goals, actions, and measures for growth."
- In contrast, students are only partially satisfied with the extent to which instruction is modified to meet learning needs:
 - In surveys, 60% of students strongly agree or agree with the statement, "In my school, teachers work together to improve student learning."
 - 44% of students indicated in surveys that they strongly agree or agree with the statement, "My school considers students' opinions when planning ways to improve the school."

Stakeholder Interviews:

- Stakeholder interviews generally did not connect specific actions resulting from bi-weekly Professional Learning Community (PLC) meetings that positively affected student performance.

Indicator	Opportunity for Improvement
5.3	Ensure that all professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.
Rationale	

Stakeholder Survey Data:

- 63% of staff members surveyed indicated that all staff members are trained in the evaluation, interpretation, and use of data. Artifact review and stakeholder interviews do not support participation in rigorous professional development focused on improving skills in the evaluation, interpretation, and use of data.
- 58% of students indicated that they agree or strongly agree with the statement, “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed,” suggesting that 42% of Caverna High School’s student population disagrees or are ambivalent about the use of a variety of teaching methods and approaches.
- 34% of students indicated that they agree or strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs,” suggesting that the degree to which Caverna High School’s overall instructional approach is varied to help student meet learning expectations may be very limited.

Stakeholder interviews, document and artifact review:

- Neither documentation nor interviews indicated that the school’s professional development program includes regular, intentional, job-embedded training in the evaluation, interpretation and use of data.
- While data is available in the school, (e.g., MAP, summative, EPAS), stakeholder interviews suggest a limited use of data to modify instructional practices.
- Stakeholder interviews and artifacts indicated that teachers receive student data in updated Excel spreadsheets. However, the degree to which this data dissemination method is resulting in meaningful change in instructional practice and improved student performance is not evident.

Indicator	Opportunity for Improvement
5.4	Ensure that there is a policy and procedure for analyzing data consistently to indicate results for improvement in student learning. Use these results to design, implement, and evaluate continuous improvement action plans, including student readiness and success at the next level.
Rationale	

Student Performance Data:

- Student performance data does not suggest that the school has adopted a clearly defined process for analyzing data to determine verifiable improvement in student learning, including readiness and success at the next level.
- It is evident that the state accountability index rose from 2012 to 2013, primarily from improvement in college and career readiness index and mathematics, with more limited improvement in the overall core academic program. The percentages of students performing at Novice or Apprentice levels remain high.
 - 2013 reading achievement data indicates 54.3% of students performed at Novice or Apprentice levels.
 - 2013 science achievement data indicates 75% of students performed at Novice or Apprentice levels.
 - 2013 social studies achievement data indicates 91.7% of students performed at Novice or Apprentice levels.
 - 2013 writing achievement data (Grade 10) indicates 70.2% of students performed at Novice or Apprentice levels.
 - 2013 writing achievement data (Grade 11) indicates 57.9% of students performed at Novice or Apprentice levels.
 - 2013 language mechanics achievement data indicates 71.2% of students performed at Novice or Apprentice levels.
 - Additionally, while the school's ACT composite for 2013 of 16.7 shows growth of 0.4 points, it is 2.5 points below the state average. The percentage of students meeting ACT benchmarks in 2013 declined in all areas compared to 2012 ACT benchmark data. In English, 24.3% of students met the ACT benchmark, demonstrating a decline of 4.0%. In mathematics, 13.5% of students met the ACT benchmark, demonstrating a decline of 3.5%. In reading, 21.6% of students met the ACT benchmark, demonstrating a decline of 6.7%.

Stakeholder Survey Data:

- 89% of staff indicated that they agree or strongly agree that the school uses data to monitor student readiness and success at the next level.
- Although staff surveys indicate a high degree of satisfaction regarding the use of data to drive improvement, student performance data suggests that many students are not prepared for the next level.

Stakeholder interviews, document and artifact review:

- School artifacts include PLC sign-in sheets and agendas. However, the degree to which the school engages in a meaningful Professional Learning Community process that is consistently implemented across all content areas was not clearly evident.

Indicator	Opportunity for Improvement
5.5	Monitor and communicate comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to all stakeholders.
Rationale	

Student Performance Data:

- A review of academic performance data revealed the following percentages of students scoring at Novice and Apprentice performance levels compared to state percentages:

	Novice (Caverna)	Novice (State)	Apprentice (Caverna)	Apprentice (State)
Reading	41.3%	33.9%	13.0%	10.3%
Mathematics	0%	24.8%	33.3%	39.2%
Science	25%	20.2%	50%	43.5%
Social Studies	63.9%	31.8%	27.8%	16.9%
Writing (Grade 10)	14.9%	10.5%	55.3%	53.9%
Writing	7.9%	10.5%	50%	27.8%
Language Mechanics	35.6%	17.8%	26.7%	29.2%

- While this data reveals percentages lower than state averages in some core academic areas (e.g., Mathematics – Novice and Apprentice, Grade 11 Writing – Novice), most Novice and Apprentice percentages are higher than state averages. This disparity indicates a need for systematic monitoring of curriculum, instruction, and assessment.

Stakeholder Survey Data:

- 51% of students agree or strongly agree with the following statement: “My school shares information about school success with my family and community,” indicating that almost half of the students are ambivalent to or disagree with this statement.
- The number of parents surveyed did not meet the minimum response rate of 20% of school households. Accordingly, parent survey results are not included in this analysis.

Stakeholder interviews, document and artifact review:

- Some stakeholder interviews and classroom observations reveal that Measures of Academic Progress (MAP) scores are used to set student goals and monitor student progress.

- Data concerning school improvement is communicated through the School Report Card, which is available online. However, evidence suggests that many parents/guardians do not have Internet access.
- Evidence shows revisions to the Comprehensive School Improvement Plan (CSIP), but staff interviews reveal that not all teachers are familiar with this document.
- Roles of the Teacher Leadership Team (TLT) related to the monitoring of progress are not always clearly defined and/or communicated to stakeholders. Some evidence suggests TLT members do not always disaggregate student achievement data collaboratively.

Part II: Conclusion

Summary of Diagnostic Review Team Activities:

- The Caverna Diagnostic Review team was composed of 6 educators representing the perspectives of school and system practitioners, classroom teachers, parents, and college/university educators.
- On the first morning of the review, the principal made a formal presentation focusing on progress toward the turnaround work, recent improvements, 2012 Leadership Assessment deficiencies, and future plans for sustainability of the previous and current work.
- Representatives from Caverna High School completed the Self-Assessment, Executive Summary, Student Performance Diagnostic, Stakeholder Feedback Diagnostic, KDE Needs Assessment, and Missing Piece Diagnostic. In addition, the school provided the team with documents and artifacts to support the indicator ratings of the Self-Assessment.
- The school also conducted surveys of staff, students, and parents. Survey results were used to guide indicator ratings by the team.
- In general, administrators, staff, parents and students were candid in their interviews with the team.

In off-site pre-work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted school and classroom observations.

The Diagnostic Review team met virtually on January 27, 2014 to begin a preliminary examination of institution's Internal Review Report and determined points of inquiry for the on-site review. Team members arrived in the school system on February 9, 2014 and concluded their work on February 12, 2014.

Institution leaders carried out the Internal Review process as directed and in keeping with the developed timeline. Stakeholders including students, parents, and community members were candid in their responses to Diagnostic Review team members.

The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School Leaders*	3
Advisory Council Members	6
Teachers and Support Personnel	22
Parents and Community Members	13
Students	15
TOTAL	59

*includes Educational Recovery Staff

The Diagnostic Review team also conducted classroom observations in 18 classrooms, using the Effective Learning Environment Observation Tool (ELEOT).

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

Report on Standards

The Diagnostic Review process involved an examination of evidence including the school's Self-Assessment, review of performance, classroom observation, and stakeholder survey data as well as interviews with the Principal and other administrators and a representative cross-section of the faculty. In addition, the team interviewed a group of students and parents. Several recurring themes emerged that cut across the five standards and 33 indicators, including:

Building a more collaborative culture with all stakeholders

Interviews, observations, and a review of artifacts and other documents reveal that the school has made some efforts to enhance stakeholder involvement especially with community/business partners (i.e. Kentucky Utilities and a local mulch company, the Principal's involvement with three community organizations, a weekly radio broadcast, Twitter feeds, Facebook, etc.) The School Advisory Council and the principal's student coffee club illustrated a desire, primarily on the part of the principal, to give students a voice in the school.

Building capacity with teachers

Documentation, interviews, and data indicate the existence of capacity-building initiatives, but also the lack of an intentional system for strengthening professional practice in the school. How Professional Learning Communities (PLCs), professional development, coaching and mentoring, supervision and evaluation programs, and continuous examination of data are aligned to improve teacher effectiveness is not apparent.

Monitoring for quality and effectiveness

- The extent to which the school and administration has processes and a system in place to provide for continuous quality monitoring, including monitoring for instructional effectiveness, is very limited. Performance data and observations strongly suggest that a continuous monitoring system is needed both school wide and at the classroom level.
- Data that documents administrator walkthroughs was very limited beyond irregularly occurring classroom observations. The monitoring of formative assessment data, lesson or unit plans, and examination of student work does not appear to be systematic or continuous. Interviews and documentation suggest that monitoring is addressed through the PLC structure with the Teacher Leadership Team (TLT), but the degree to which that approach is helping the school to make significant gains in student performance is not apparent.
- Similarly, monitoring for effectiveness of the professional development program in improving teacher professional practice and student achievement is not apparent.

Report on Learning Environment:

During the on-site review, members of the Diagnostic Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, well-managed, where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored, feedback is provided by teachers to students, and the extent to which technology is leveraged for learning.

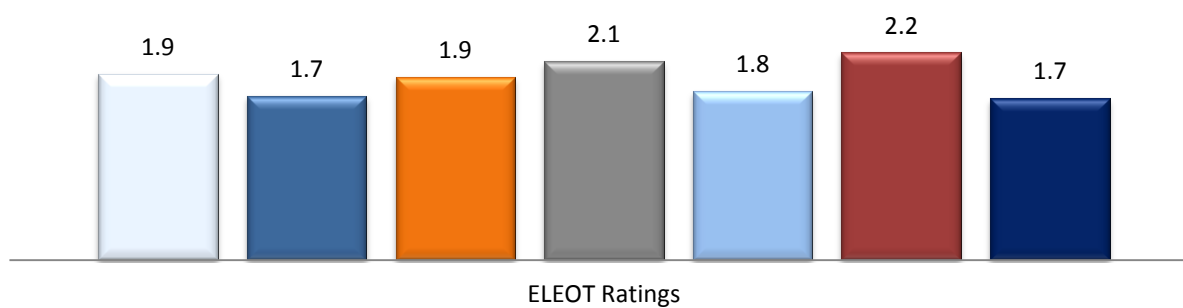
Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Special Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The 18 classroom observations provided insights into issues surrounding equity, instructional effectiveness, expectations, academic rigor, learning, behavior, technology, etc. All classrooms were observed.

The team used the results of performance and survey data analysis, classroom observations, stakeholder interviews, and examination of artifacts and documents to confirm, refute, substantiate, and/or validate data gathered or provided from other sources including reports or presentations, interviews, various documents and artifacts, student performance data, and stakeholder survey data.

Overall ELEOT Rating

- A. Equitable Learning ■ B. High Expectations ■ C. Supportive Learning
■ D. Active Learning ■ E. Progress Monitoring ■ F. Well-Managed Learning
■ G. Digital Learning



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
A.1	2.2	Has differentiated learning opportunities and activities that meet her/his needs	47%	16%	11%	26%
A.2	2.4	Has equal access to classroom discussions, activities, resources, technology, and support	17%	44%	22%	17%
A.3	2.0	Knows that rules and consequences are fair, clear, and consistently applied	39%	28%	28%	6%
A.4	1.2	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	78%	22%	0%	0%
Overall rating on a 4 point scale:		1.9				

Equitable Learning Environment Analysis

- Classrooms observations revealed that differentiated instruction was evident/very evident in about 37% of classrooms. Differentiation occurred through the variety of assignments or instructional activities that students could choose from in some classrooms.
- Instances in which students had ongoing opportunities to learn about their own and others' backgrounds/cultures/differences were very seldom in evidence. Most classroom discussions were teacher-centered and teacher directed. Opportunities for students to engage in collaborative discussions or reflections were infrequent.

B. High Expectations						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
B.1	1.9	Knows and strives to meet the high expectations established by the teacher	39%	33%	22%	6%
B.2	2.0	Is tasked with activities and learning that are challenging but attainable	39%	28%	28%	6%
B.3	1.4	Is provided exemplars of high quality work	72%	17%	11%	0%
B.4	1.6	Is engaged in rigorous coursework, discussions, and/or tasks	56%	28%	17%	0%
B.5	1.6	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	56%	28%	17%	0%
Overall rating on a 4 point scale:		1.7				

High Expectations Learning Environment Analysis

- Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 28% of classrooms. Learning targets were posted in very few classrooms. Observers noted that the established learning targets were lower level ("identify," "list," etc.)
- Instances in which students were engaged in rigorous coursework, discussion, and/or tasks were evident in only 17% of classrooms, suggesting that professional development focusing on rigor and relevance has had little impact on instructional effectiveness.
- Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying evaluating, synthesizing) were evident in only 17% of classrooms. This data suggests that the school has not fully established a high expectations environment.

C. Supporting Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
C.1	1.9	Demonstrates or expresses that learning experiences are positive	44%	22%	33%	0%
C.2	1.9	Demonstrates positive attitude about the classroom and learning	39%	33%	28%	0%
C.3	1.9	Takes risks in learning (without fear of negative feedback)	50%	11%	39%	0%
C.4	2.2	Is provided support and assistance to understand content and accomplish tasks	33%	28%	28%	11%
C.5	1.7	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	56%	17%	28%	0%
Overall rating on a 4 point scale:			1.9			

Supportive Learning Environment Analysis

- Students demonstrating a positive attitude about the classroom and learning was rated 1.9. Observers noted that students were compliant to teacher instructions and directions. Instances of off-task behavior may be attributed to inconsistent, unclear, or low teacher expectations.
- Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident in 28% of classrooms. The heavy reliance on teacher-centered, whole group instruction does not allow specific or individualized feedback for improvement.

D. Active Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
D.1	2.1	Has several opportunities to engage in discussions with teacher and other students	33%	33%	28%	6%
D.2	2.0	Makes connections from content to real-life experiences	42%	32%	11%	16%
D.3	2.2	Is actively engaged in the learning activities	28%	39%	22%	11%
Overall rating on a 4 point scale:		2.1				

Active Learning Environment Analysis

- Instances in which students were actively and authentically engaged in their learning (e.g., applying information, comparing new learning with real life, or problem solving) were quite limited.
- Observers noted that the degree to which students, all of whom have iPads, were engaged in personalized learning activities, engaged in research, or using their iPads as learning tools and resources were very limited.

E. Progress Monitoring						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
E.1	1.8	Is asked and/or quizzed about individual progress/learning	44%	33%	22%	0%
E.2	1.7	Responds to teacher feedback to improve understanding	53%	26%	21%	0%
E.3	1.8	Demonstrates or verbalizes understanding of the lesson/content	39%	44%	17%	0%
E.4	1.9	Understands how her/his work is assessed	44%	22%	28%	6%
E.5	1.6	Has opportunities to revise/improve work based on feedback	58%	21%	21%	0%
Overall rating on a 4 point scale:		1.8				

Progress Monitoring Learning Environment Analysis

- Instances in which students were provided rubrics, answered questions about progress from the teacher, reviewed exemplars, or were given opportunities to revise work based on teacher feedback were infrequent.

F. Well-Managed Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
F.1	2.8	Speaks and interacts respectfully with teacher(s) and peers	6%	28%	50%	17%
F.2	2.4	Follows classroom rules and works well with others	16%	37%	42%	5%
F.3	1.8	Transitions smoothly and efficiently to activities	50%	28%	17%	6%
F.4	1.7	Collaborates with other students during student-centered activities	67%	6%	17%	11%
F.5	2.2	Knows classroom routines, behavioral expectations and consequences	22%	39%	39%	0%
Overall rating on a 4 point scale:		2.2				

Well-Managed Learning Environment Analysis

- Students were generally well behaved in classrooms and public areas.
- Observers noted a high degree of compliant behavior in classrooms (e.g., following teacher directions, observing classroom routines, interacting respectfully with teachers and peers).
- Off-task and/or distracting student behavior during classroom discussions resulted from ineffective teacher questioning techniques (e.g., use of wait time). In some instances, classroom discussions involved only one or two students from the entire class.

G. Digital Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
G.1	2.0	Uses digital tools/technology to gather, evaluate, and/or use information for learning	56%	6%	22%	17%
G.2	1.6	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	67%	17%	6%	11%
G.3	1.4	Uses digital tools/technology to communicate and work collaboratively for learning	78%	6%	11%	6%
Overall rating on a 4 point scale:		1.7				

Digital Learning Environment Analysis

- The Digital Learning Environment received the lowest rating of the seven environments , 1.7 on a 4 point scale.
- Observers noted few instances in which teachers asked that students use their iPads as learning tools or to individualize or differentiate learning.
- SMART Boards, which were in many classrooms, were frequently used to project teacher products such PowerPoints rather than to promote student use of technology.

Improvement Priorities

	Improvement Priority
3.1	Construct a curriculum utilizing criteria that ensure learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that adequately prepare students for the next level of learning. Establish a systematic approach to monitor the vertical and horizontal articulation of curriculum to ensure high learning expectations are established for every student in every course. Initiate a plan that grants each student access to the supports necessary to achieve the high learning expectations in every content area.
Rationale	

Student Performance Data:

- While there were student achievement gains on accountability exams in reading, mathematics, science, and writing in 2013, the percentages of students performing at Proficient or Distinguished levels in reading, science, social studies, and writing were below the state average.
- The percentage of students meeting ACT benchmarks in English, mathematics and reading decreased in 2013 in comparison to the percentage of students meeting benchmarks in 2012.
- Student performance at Proficient and Distinguished levels in the non-duplicated gap group on the reading, science, social studies, and writing accountability exams was below the state average.
- In 2013, only 8.6% of students performed at Proficient or Distinguished levels on the U.S. History End-of-Course assessment.
- In 2013, only 23.3% of students performed at Proficient or Distinguished levels on the Biology End-of-Course assessment.
- In 2013, only 34.1% of students in 10th and 11th grades performed at Proficient or Distinguished levels for the On-Demand Writing assessment.
- In 2013, only 41.7% of students performed at Proficient or Distinguished levels on the English II End-of-Course assessment.
- In 2013, 68.8% of students performed at Proficient or Distinguished levels on the Algebra II End-of-Course assessment, marking Caverna High School as one of the highest-achieving schools on this assessment in Kentucky.

Classroom Observation Data:

- The Effective Learning Environments Observation Tool (ELEOT) summary data revealed the following:
 - The Equitable Learning Environment received an overall rating of 1.9 on a 4 point scale. The lowest rated indicator for this environment was “Has ongoing opportunities to learn about their own and others’ backgrounds/cultures/differences,” which was rated a 1.2 on a 4 point scale. The highest rated indicator in this environment was “Has equal access to classroom discussions, activities, resources, technology, and support,” which received a rating of 2.4 on a 4 point scale. “Has differentiated learning opportunities and activities that meet her/his needs” received a rating of 2.2 on 4 point scale.
 - The High Expectations Learning Environment received an overall rating of 1.7 on a 4 point scale. The lowest rated indicator for this environment was “Is provided exemplars of high quality work,” which was rated a 1.4 on a 4 point scale. The indicators “Is engaged in rigorous coursework, discussions, and/or tasks” and “Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)” were both rated 1.6 on a 4 point scale. Among the highest rated indicators in this environment was “Knows and strives to meet the high expectations established by the teacher,” which was rated a 1.9 on a 4 point scale. The highest rated indicator in this environment was “Is tasked with activities and learning that are challenging but attainable,” which was rated a 2.0 on a 4 point scale.

Stakeholder Survey Data:

- AdvancED Student Survey data revealed the following leverage points for possible improvement:
 - 68.45% of students agree or strongly agree with the statement, “My school provides me with challenging curriculum and learning experiences.”
 - 55.7% of students agree or strongly agree with the statement, “My school provides learning services according to my needs.”
 - 57.05% of students agree or strongly agree with the statement, “My school prepares me to deal with issues I may face in the future.”
 - 33.55 % of students agree or strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
 - 64.43% of students agree or strongly agree with the statement, “All of my teachers explain their expectations for learning and behavior so I can be successful.”

Stakeholder interviews, document and artifact review:

- Stakeholder interviews revealed that there is no formal curriculum established in each content area ensuring students equitable opportunities to develop learning, thinking, and life skills that lead to success at the next level.
- A poster labeled “Caverna Independent Schools Districtwide Expectations for Instruction” was displayed in a school hallway. However, according to stakeholder interviews, there is currently no district-led initiative to create curricula in each content area to ensure all students have

sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

	Improvement Priority
3.2	Establish a process whereby all teachers regularly review student assessment data and data pertaining to instructional practices. In response to their review of these data sources, collaborative teacher teams should review and adjust curriculum, instruction, and assessment to ensure vertical and horizontal curricular alignment. Furthermore, establish a process to monitor the effectiveness of teacher collaboration and provide constructive feedback that frequently ensures curriculum, instruction, and assessment align to the school's goals for achievement, instruction, and statement of purpose.
	Rationale

Student Performance Data:

- While there were student achievement gains on accountability exams in reading, mathematics, science, and writing in 2013, the percentages of students performing at Proficient or Distinguished levels in reading, science, social studies, and writing were below the state average.
- The percentage of students meeting ACT benchmarks in English, mathematics and reading decreased in 2013 in comparison to the percentage of students meeting benchmarks in 2012.
- Student performance at Proficient and Distinguished levels in the non-duplicated gap group on the reading, science, social studies, and writing accountability exams was below the state average.
- In 2013, only 8.6% of students performed at Proficient or Distinguished levels on the U.S. History End-of-Course assessment.
- In 2013, only 23.3% of students performed at Proficient or Distinguished levels on the Biology End-of-Course assessment.
- In 2013, only 34.1% of students in 10th and 11th grades performed at Proficient or Distinguished levels for the On-Demand Writing assessment.
- In 2013, only 41.7% of students performed at Proficient or Distinguished levels on the English II End-of-Course assessment.
- In 2013, 68.8% of students performed at Proficient or Distinguished levels on the Algebra II End-of-Course assessment, marking Caverna High School as one of the highest-achieving schools on this assessment in Kentucky.

Classroom Observation Data:

- The Effective Learning Environments Observation Tool (ELEOT) summary data revealed the following:
 - The High Expectations Learning Environment received an overall rating of 1.7 on a 4 point scale. The lowest rated indicator for this environment was “Is provided exemplars of high quality work,” which was rated a 1.4 on a 4 point scale. The indicators “Is engaged in rigorous coursework, discussions, and/or tasks” and “Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)” were both rated 1.6 on a 4 point scale. Among the highest rated indicators in this environment was “Knows and strives to meet the high expectations established by the teacher,” which was rated a 1.9 on a 4 point scale. The highest rated indicator in this environment was “Is tasked with activities and learning that are challenging but attainable,” which was rated a 2.0 on a 4 point scale.

Stakeholder Survey Data:

- AdvancEd Staff Survey results revealed the following leverage points for possible improvement:
 - 42.11% of staff agree or strongly agree with the statement, “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.”
 - 52.63% of staff agree or strongly agree with the statement, “All teachers in our school use multiple types of assessment to modify instruction and to revise the curriculum.”
 - 52.63% of teachers agree or strongly agree with the statement, “All teachers in our school participate in collaborative learning communities that meet both formally and informally across grade levels and content areas.”

Stakeholder interviews, document and artifact review:

- Stakeholder interviews reveal that student achievement data is frequently discussed. However, there is no formal, established process whereby teachers adjust curriculum and instruction in response to student achievement data.
- Stakeholder interviews reveal that there is no process for frequently collecting instructional data that is used to inform and guide meaningful adjustments and revisions to curriculum and instruction.

	Improvement Priority
3.3	Articulate and implement professional development for the purpose of building teacher capacity to plan and use content appropriate instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Assure teachers utilize both formative and summative assessment data to provide personalized instructional strategies and instructional interventions to address individual learning needs when necessary. In addition, consistently establish opportunities for students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies (such as iPads) as instructional resources and learning tools.
Rationale	

Student Performance Data:

- While there were student achievement gains on accountability exams in reading, mathematics, science, and writing in 2013, the percentages of students performing at Proficient or Distinguished levels in reading, science, social studies, and writing were below the state average.
- The percentage of students meeting ACT benchmarks in English, mathematics and reading decreased in 2013 in comparison to the percentage of students meeting benchmarks in 2012.
- Student performance at Proficient and Distinguished levels in the non-duplicated gap group on the reading, science, social studies, and writing accountability exams was below the state average.
- In 2013, only 8.6% of students performed at Proficient or Distinguished levels on the U.S. History End-of-Course assessment.
- In 2013, only 23.3% of students performed at Proficient or Distinguished levels on the Biology End-of-Course assessment.
- In 2013, only 34.1% of students in 10th and 11th grades performed at Proficient or Distinguished levels for the On-Demand Writing assessment.
- In 2013, only 41.7% of students performed at Proficient or Distinguished levels on the English II End-of-Course assessment.
- In 2013, 68.8% of students performed at Proficient or Distinguished levels on the Algebra II End-of-Course assessment, marking Caverna High School as one of the highest achieving schools on this assessment in Kentucky.

Classroom Observation Data:

- The Effective Learning Environments Observation Tool (ELEOT) summary data revealed the following:
 - The Equitable Learning Environment received an overall rating of 1.9 on a 4 point scale. The lowest rated indicator for this environment was “Has ongoing opportunities to learn about their own and other’s backgrounds/cultures/differences,” which was rated a 1.2 on a 4 point scale. The highest rated indicator in this environment was “Has equal access to classroom discussions, activities, resources, technology, and support,” which received a rating of 2.4 on a 4 point scale. “Has differentiated learning opportunities and activities that meet her/his needs” received a rating of 2.2 on 4 point scale.
 - The High Expectations Learning Environment received an overall rating of 1.7 on a 4 point scale. The lowest rated indicator for this environment was “Is provided exemplars of high quality work,” which was rated a 1.4 on a 4 point scale. The indicators “Is engaged in rigorous coursework, discussions, and/or tasks” and “Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)” were both rated 1.6 on a 4 point scale. Among the highest rated indicators in this environment was “Knows and strives to meet the high expectations established by the teacher,” which was rated a 1.9 on a 4 point scale. The highest rated indicator in this environment was “Is tasked with activities and learning that are challenging but attainable,” which was rated a 2.0 on a 4 point scale.
 - The Digital Learning Environment received an overall rating of 1.7 on a 4 point scale. The lowest rated indicator in this environment was “Uses digital tools/technology to communicate and work collaboratively for learning,” which received a score of 1.4 on a 4 point scale. The second lowest rating in this environment was “Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning,” which received a score of 1.6 on a 4 point scale. The highest rating in this environment was “Uses digital tools/technology to gather, evaluate, and/or use information for learning,” which received a rating of 2 on a 4 point scale.

Stakeholder Survey Data:

- AdvancEd Stakeholder Survey results reveal the following, suggesting possible leverage points for improvement:
 - 33.55% of students agree or strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
 - 58.39% of students agree or strongly agree with the statement, “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.”
 - 36.84% of staff members agree or strongly agree with the statement, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.”
 - 42.11% of staff members agree or strongly agree with the statement, “All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.”

Stakeholder interviews, document and artifact review:

- Lesson plans and instructional unit plans did not intentionally and consistently identify instructional strategies that ensure achievement of learning expectations.
- Stakeholder interviews revealed that teacher knowledge of the effective use of iPads as instructional tools was limited.

	Improvement Priority
3.4	Develop protocols and procedures to formally, frequently, and consistently monitor instructional practices to ensure their alignment to the school's values and beliefs about teaching and learning as well as alignment of instructional practices and learning outcomes to content-specific standards of professional practice. Additionally, design a system to provide teachers with constructive feedback regarding their effectiveness at engaging with students in the oversight of their learning.
Rationale	

Student Performance Data:

- While there were student achievement gains on accountability exams in reading, mathematics, science, and writing in 2013, the percentages of students performing at Proficient or Distinguished levels in reading, science, social studies, and writing were below the state average.
- The percentage of students meeting ACT benchmarks in English, mathematics and reading decreased in 2013 in comparison to the percentage of students meeting benchmarks in 2012.
- Student performance at Proficient and Distinguished levels in the non-duplicated gap group on the reading, science, social studies, and writing accountability exams was below the state average.

Classroom Observation Data:

- The Effective Learning Environments Observation Tool (ELEOT) summary data revealed the following:
 - The Equitable Learning Environment received an overall rating of 1.9 on a 4 point scale.
 - The High Expectations Environment received an overall rating of 1.7 on a 4 point scale.
 - The Supportive Learning Environment received an overall rating of 1.9 on a 4 point scale.
 - The Active Learning Environment received an overall rating of 2.1 on a 4 point scale.
 - The Progress Monitoring Environment received an overall rating of 1.8 on a 4 point scale.
 - The Well-Managed Environment received an overall rating of 2.2 on a 4 point scale.
 - The Digital Environment received an overall rating of 1.7 on a 4 point scale.

Stakeholder Survey Data:

- AdvancEd Stakeholder Survey results reveal the following, suggesting possible leverage points for improvement:
 - 52.64% of staff agree or strongly agree with the statement, “Our school’s leaders hold all staff members accountable for student learning.”
 - 63.16% of staff agree or strongly agree with the statement, “Our school’s leaders regularly evaluate staff members on criteria designed to improve teaching and learning.”
 - 52.63% of staff agree or strongly agree with the statement, “Our school leaders ensure all staff members use supervisory feedback to improve student learning.”

Stakeholder interviews, document and artifact review:

- Stakeholder interviews suggested that the principal does not frequently monitor or provide feedback to teachers regarding the improvement of instructional practices.
- The principal interview and the principal’s presentation suggested many other responsibilities and duties that could impede effective instructional monitoring.

Other pertinent information:

- Teachers submit professional growth plans to the Continuous Instructional Improvement Technology System (CIITS). The principal reviews completion and approves or suggests revisions in CIITS, but all PGPs have not been revised/approved.
- Some walkthrough observations exist. However, an intentional, systematic procedure for ensuring all teachers receive regular, meaningful feedback to impact instruction and student performance is not evident.

	Improvement Priority
3.6	Develop and implement a school instructional process that clearly informs students of learning expectations and standards of performance and 1) that includes the use of exemplars to guide and inform students, 2) utilizes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision and 3) provide students with specific and timely feedback about their learning.
Rationale	

Student Performance Data:

- While there were student achievement gains on accountability exams in reading, mathematics, science, and writing in 2013, the percentages of students performing at Proficient or Distinguished levels in reading, science, social studies, and writing were below the state average.

- Additional academic data points indicate a need to develop and implement an effective instructional process consistent across all content areas.
 - The percentage of students meeting ACT benchmarks in English, mathematics and reading decreased in 2013 in comparison to the percentage of students meeting benchmarks in 2012.
 - Student performance at Proficient and Distinguished levels in the non-duplicated gap group on the reading, science, social studies, and writing accountability exams was below the state average.
 - In 2013, only 8.6% of students performed at Proficient or Distinguished levels on the U.S. History End-of-Course Assessment.

Classroom Observation Data:

- The Effective Learning Environments Observation Tool (ELEOT) summary data revealed the following:
 - The High Expectations Environment received an overall rating of 1.7 on a 4 point scale, suggesting lower levels of rigor.
 - The Supportive Learning Environment and the Equitable Learning Environment both received overall ratings of 1.9 on a 4 point scale, suggesting a need for more individual student support and differentiated classroom practices.
 - The Progress Monitoring Environment received an overall rating of 1.8 on a 4 point scale, indicating minimal use of formative assessment data to inform planning and instruction.
- Additionally, observers noted minimal use of standards-based learning targets, standards-based formative assessments, differentiated instructional strategies, and data analysis protocols including next instructional/learning steps.
- ELEOT summary data also demonstrates:
 - It was evident/very evident that students were provided support and assistance to understand and accomplish tasks in 39% of classrooms.
 - It was evident/very evident that students received additional/alternative feedback at the appropriate level of challenge in 28% of classrooms.

Stakeholder Survey Data:

- AdvancEd Stakeholder Survey results reveal the following, suggesting possible leverage points for improvement:
 - 57.9% of staff agree or strongly agree with the statement, "All teachers in our school use a process to inform students of their learning expectations and standards of performance." Conversely, 42.11% of teachers are ambivalent to or do not agree with this statement.

- 52.63% of staff agree or strongly agree with the statement, “All teachers in our school use multiple assessments to modify instruction and to revise the curriculum.” Conversely, 47.37% of teachers are ambivalent to or do not agree with this statement.
- 42.11% of staff agree or strongly agree with the statement, “All teachers in our school provide students with specific and timely feedback about their learning.” Conversely, 57.9 % of all teachers are ambivalent or do not agree that students are receiving timely feedback.
- 61.07% of students agree or strongly agree with the statement, “My school gives me multiple assessments to check my understanding of what is taught.” Conversely, approximately 38.93% of students are ambivalent or do not agree that they are receiving multiple assessments.
- 64.43% of students agree or strongly agree with the statement, “All of my teachers explain their expectations for learning and behavior so I can be successful.” Conversely, 35.56% of students are ambivalent to or do not agree with this statement.
- 67.79% of students agree or strongly agree with the statement, “All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.” Conversely, 32.2% of students are ambivalent or do not agree they are provided a variety of assessment options.
- 59.06% of students agree or strongly agree with the statement, “All of my teachers provide me with information about my learning and grades.” Conversely, approximately 41% of students are ambivalent or do not agree they are provided information about their learning and grades.

Stakeholder interviews, document and artifact review:

- Interviews revealed a limited instructional process and understanding of formative assessment.
- The artifact review revealed minimal written expectations regarding an effective school wide instructional process.

	Improvement Priority
3.10	Develop school policies that provide a structure for the creation of common grading and reporting policies, processes, and procedures based on clearly defined criteria that accurately represent students’ attainment of standards-based content knowledge and skills. Initiate monitoring and feedback practices that guarantee the grading policies, processes and procedures are consistently implemented across grade levels and courses. Articulate a detailed plan outlining specific timelines and protocols for the formal evaluation of grading policies, processes and procedures. Provide all stakeholders with updated information regarding all grading policies, processes and procedures.
	Rationale

Student Performance Data:

- While there were student achievement gains on accountability exams in reading, mathematics, science, and writing in 2013, the percentages of students performing at Proficient or Distinguished levels in reading, science, social studies, and writing were below the state

average.

- The percentage of students meeting ACT benchmarks in English, mathematics and reading decreased in 2013 in comparison to the percentage of students meeting benchmarks in 2012.
- Student performance at Proficient and Distinguished levels in the non-duplicated gap group on reading, science, social studies, and writing accountability exams was below the state average.

Classroom Observation Data:

- The Effective Learning Environments Observation Tool (ELEOT) summary data revealed the following:
 - The Progress Monitoring Environment received an overall rating of 1.8 on a 4 point scale. The lowest rated indicator in this environment was “Has opportunities to revise/improve work based on feedback,” which was rated at 1.6 on a 4 point scale. The second lowest rating in this environment was “Responds to teacher feedback to improve understanding,” which received a rating of 1.7 on a 4 point scale. Two indicators in this environment, “Is asked and/or quizzed about individual progress/learning,” and “Demonstrates or verbalizes understanding of the lesson/content,” received ratings of 1.8 on a 4 point scale. The highest rated indicator in this environment was “Understands how her/his work is assessed,” which was rated 1.9 on a 4 point scale.

Stakeholder Survey Data:

- AdvancEd Stakeholder Survey data revealed the following leverage points for possible improvement:
 - 59.06% of students agree or strongly agree with the statement, “All of my teachers provide me with information about my learning and grades.”
 - 61.08% of students agree or strongly agree with the statement, “All of my teachers fairly grade and evaluate my work.”
 - 57.9% of staff agree or strongly agree with the statement, “All teachers in our school use a process to inform students of their learning expectations and standards of performance.”
 - 52.64% of staff agree or strongly agree with the statement, “All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.”

Stakeholder interviews, document and artifact review:

- As per Council policies, the school’s grading policy reads as follows:

Grades in a course will be determined by:

- *The instructor giving at least three tests per nine weeks.*
- *Other small formative assessments will be given throughout the nine weeks and may be used as test grades or quiz grades.*

- *Daily work will be graded and recorded as homework and/or class work.*
- *Since courses vary, it will be up to the instructor to define the grading procedures for each course (ex. weighting of categories and assignments).*

An example of how a credit or composite grade will be determined is:

$(1^{st} \text{ 9 wks avg} + 2^{nd} \text{ 9 wks avg} + 3^{rd} \text{ 9 wks avg} + 4^{th} \text{ 9 wks avg} + \text{Final Exam})/5$

All courses will be full credit. No half credits will be awarded unless the course is designed to be half credit.

- Teacher interviews demonstrated that there was no consistent method in place at the school for informing students of their attainment of standards-based content and skills.

	Improvement Priority
3.12	Develop a systematic process to engage school personnel in identification of unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). Ensure that school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.
Rationale	

Student Performance Data:

- 46.2% of gap students (including students served by the Free/Reduced Lunch program, students with Individual Education Plans [IEPs], and minority students) performed at the Novice level on the 2013 Reading End-of-Course exam.
- 35.9% of gap students performed at the Novice level on the 2013 Language Mechanics End-of-Course exam.
- 80% of students with IEPs performed at the Novice level on the 2013 Social Studies End-of-Course exam.
- 40% of students with IEPs performed at the Novice level on the 2013 On-Demand Writing exam.

Classroom Observation Data:

- Three indicators of the Effective Learning Environment Observation Tool (ELEOT) suggest a need for a greater focus on individual student learning needs:
 - It was evident/very evident that students had differentiated learning opportunities and activities that met their needs in 37% of classrooms.
 - No evidence was found in any classrooms of students having ongoing opportunities to learn about their own and others' backgrounds/cultures/differences.
 - It was evident/very evident that students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs in 28% of classrooms.

Stakeholder Survey Data:

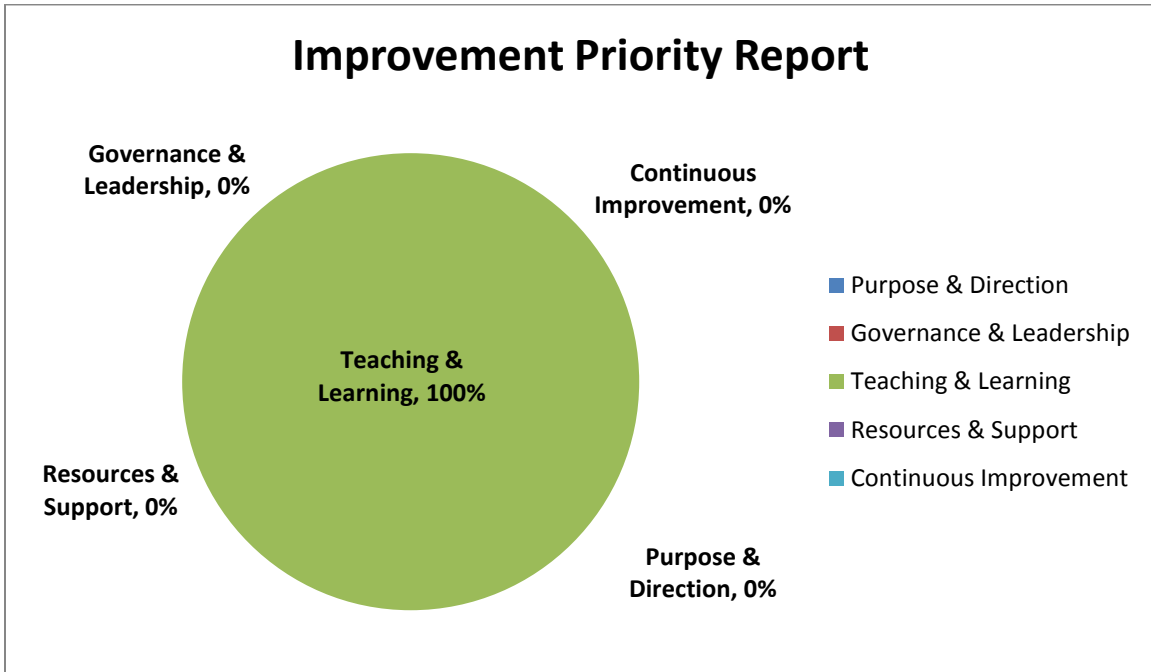
- AdvancEd Stakeholder Survey results reveal the following, suggesting possible leverage points for improvement.
 - 55.52% of students agree or strongly agree with the statement, “My school provides learning services for me according to my needs.”
 - 33.55% of students agree or strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
 - 36.84% of staff agree or strongly agree with the statement, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.”
 - 63.16% of staff agree or strongly disagree with the statement, “In our school, related learning support services are provided for all students based on their needs.”
 - 57.9% of staff agree or strongly agree with the statement, “In our school, all staff members use student data to address the unique learning needs of all students.”

Part III: Addenda

Indicator Assessment Report		
<i>Indicator</i>	<i>School Rating</i>	<i>Review Team Rating</i>
1.1	2	2
1.2	2	2
1.3	2	2
2.1	2	2
2.2	2	2
2.3	2	2
2.4	2	2
2.5	2	2
2.6	2	2
3.1	2	1
3.2	3	1
3.3	2	1
3.4	2	1
3.5	2	2
3.6	2	1
3.7	2	2
3.8	2	2
3.9	3	3
3.10	2	1
3.11	2	2
3.12	2	1
4.1	2	3
4.2	2	2
4.3	2	2
4.4	2	3
4.5	2	3
4.6	2	2
4.7	2	3
5.1	2	2
5.2	3	2
5.3	3	2
5.4	2	2
5.5	2	2

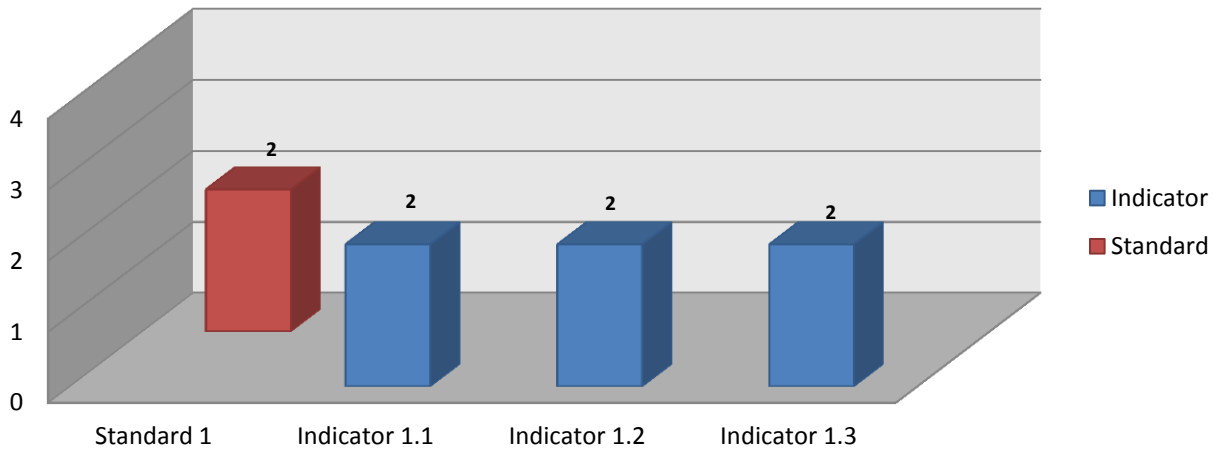
Diagnostic Review Visuals

Percentage of Standards identified as
Improvement Priorities

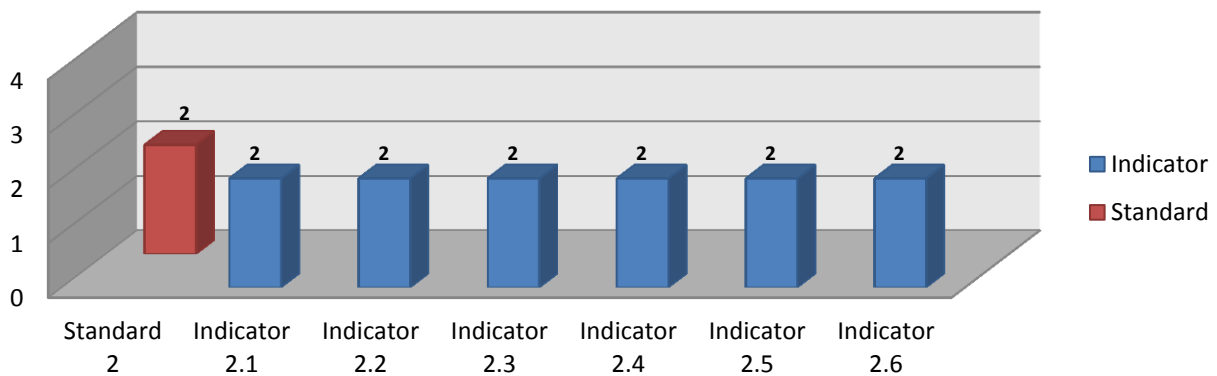


Average ratings for each
Standard and its Indicators

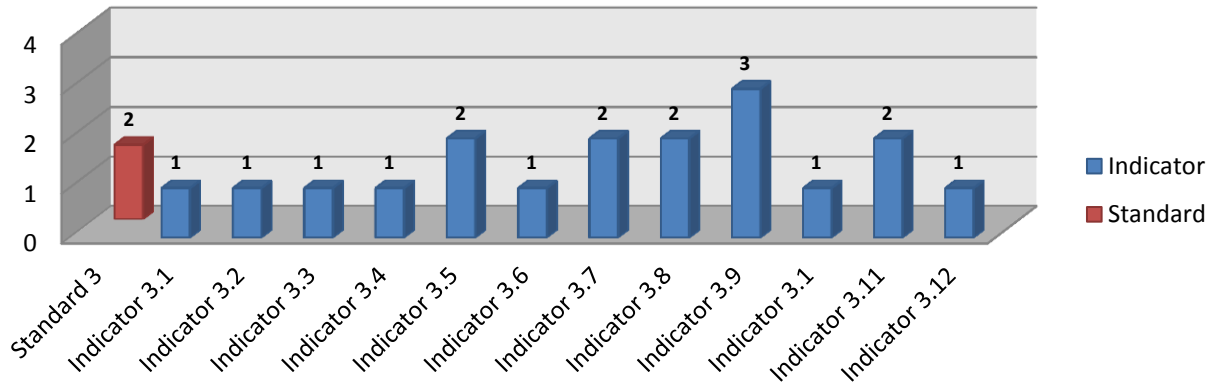
Standard 1: Purpose and Direction



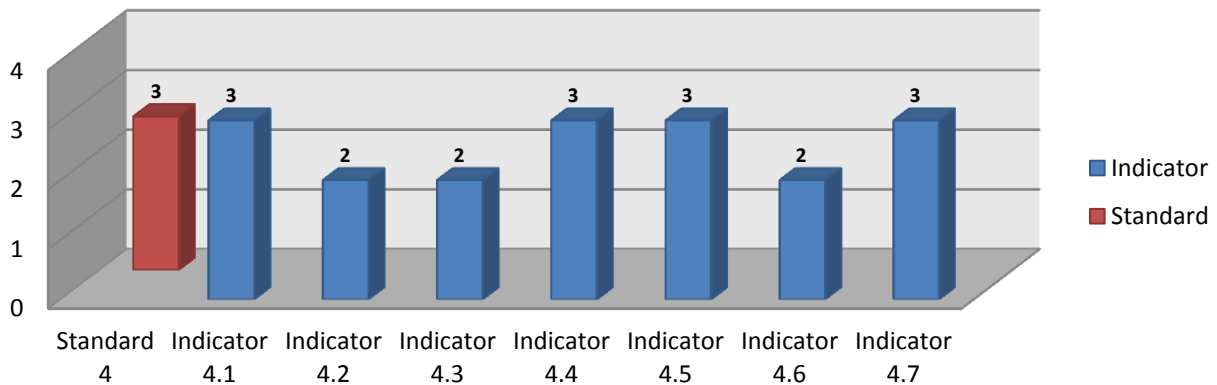
Standard 2: Governance and Leadership



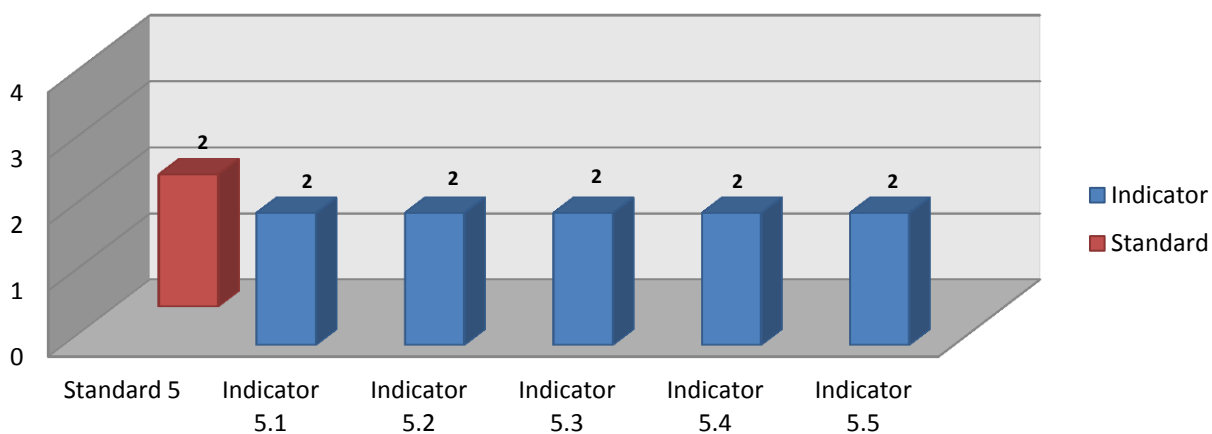
Standard 3: Teaching and Learning



Standard 4: Resources and Support



Standard 5: Continuous Improvement



2014 Leadership Assessment/Diagnostic Review Addendum

The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies in the 2011-2012 Leadership Assessment Report for Caverna High School.

Deficiency 1: The principal and school leadership have not ensured that varied, rigorous, and engaging instructional and assessment practices are used in classrooms to meet the needs of all students.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
x		This deficiency has been addressed satisfactorily.
	x	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:

PLC Sign In Sheets, PLC Agendas, PLC Videos, Dr. Daggett's Visit, Emails, Kid Friendly Grant plan, WE Surveys (stakeholder perception surveys), International Center for Leadership Education Plan of Action, PD Plans, PGP's, PD360 Groups and Training, Walkthrough forms, Collegial Walkthrough Training, Classroom Instruction Rubric.

School comments:

As demonstrated in the deficiency the focus was on varied and rigorous practices. In response to this deficiency the leadership team analyzed the data generated from walkthroughs, surveys, and third party observations. The focus of the school's leadership is to provide the support needed for teachers to expand their repertoire of rigorous and diverse instructional strategies.

The International Center for Leadership Education was determined to be the best provider of proven strategies. We contracted with this group to perform an external audit of the school's programs. Included in this were the WE surveys (stakeholder perception surveys) and an audit. This sequence of tasks yielded usable data regarding areas of concern in the instructional program. This data solidified what the scholastic audit, ERS staff and school leadership had deemed as priorities. In addition to the International Center's audit, Dr. Bill Daggett came and spoke to the faculty and the student body. During this time Dr. Daggett led the principal and teachers through roadmap for improving the systems in the school to support rigor and instructional diversity. The International Center provided the school with a coach for one year. In addition to this coach we also have access to the Nextpert program. This program is a repository of gold seal lessons in most, if not all, the academic areas. These lessons are models for the construction of more rigorous lessons. The principal and school leadership have led the faculty in the development of rigorous, standards driven units of study.

PLCs are used as a means to deliver and model rigorous instructional strategies. These meetings, coupled with common and guided planning, allow all staff to see how a rigorous lesson looks and have sounding boards where they can discuss how to improve their practice. PD 360 has been introduced and is being used by some faculty to get individualized PD both during and outside the regular school day. The emphasis in PD 360 and CIITS has been the use of technology and the flipped classroom model. With the implementation of the 1-1 iPad initiative the flipped or blended classroom has been modeled and implemented in a few classrooms. As a member of the Green River Regional Education Co-op's

RTT-D (Race to the Top District) grant, Caverna teachers have the opportunity to go visit schools that are implementing flipped and self-paced classrooms. These visits will allow the faculty to see the practice in action. The focus of the grant is rigorous, differentiated instruction.

The principal monitors the rigor of lessons via lesson plan review in CIITS. Walkthrough visits are used to monitor what is happening in the classrooms. Student interviews and discussions provide a student view of what is being done in the classrooms. The principal has identified those teachers that are exemplary in their practice and has deemed them lead teachers. These lead teachers have also been placed on the leadership team. This provides teachers with solid instructional strategies to be models for their departments. Those who are not on the team have the opportunity to lead PLCs and meetings to share their successful practices. The focus of the school is getting better each day and striving for excellence. This focus is communicated constantly via email, announcements, radio spots, and student/staff recognition. The principal is constantly monitoring the faculty via discussions, common planning, and lesson plan review. PD is no longer a 6 hour day over one topic. The leadership provides and stresses individualized PD.

The culture of our school has turned 180 degrees in the last four years. The first year students did not discuss ACT scores or care about performance in the classroom. Now students track their own data and are constantly seeking to improve their position in the class. Teachers are leading students in data review and goal setting. The faculty shares ideas and lessons that push students to be better. The principal takes every opportunity to communicate the vision of the school and the importance of excelling to the families and community.

Team evidence:

Math intervention class, Apex Learning program, Effective Learning Environment Observation Tool (ELEOT) summary data, iPads, stakeholder interviews, whole staff professional development opportunities, school schedule, Teacher Leadership Team (TLT) meeting agendas and minutes, Professional Learning Community (PLC) meeting sign-in sheets

Team comments:

At the principal's initiative, the school has engaged in myriad professional learning opportunities. Much evidence was provided in the principal's presentation and in artifacts of the school's participation in the International Center for Leadership Education's Rigor and Relevance workshops. Teachers also participate in bi-weekly PLC meetings centering on a variety of topics (e.g., Socratic Seminar, ACT data analysis, iPad training, Instructional Techniques). The stated purpose of these opportunities is to improve teaching and learning.

However, these professional learning experiences have not consistently translated to improved and rigorous classroom experiences that promote higher levels of thinking. Stakeholder interviews suggest that a true PLC process (e.g., use of norms, work sessions to initiate positive curricular, instructional, and assessment changes) does not exist. Interviews and evidence reveal that teachers do not receive regular, descriptive feedback on their instruction. ELEOT summary data reveals that the High Expectations Learning Environment received an overall rating of 1.7 on a 4 point scale. The degree to which students were engaged in rigorous coursework, discussion, and/or tasks was evident/very evident in only 17% of classrooms. Observations also revealed that the degree to which students are exposed to

effective questioning techniques that require higher order thinking (e.g., applying, evaluating, synthesizing) was evident in 17% of classrooms, partially evident in 28% of classrooms, and not evident in 56% of classrooms.

Deficiency 2: The principal has not ensured a student-centered, challenging, and engaging learning environment is provided for all students.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
x		This deficiency has been addressed satisfactorily.
	x	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:

PD, PLC agendas, International Center Partnership, Assessment data, school report card, attendance data, master schedule, surveys, audit findings

School comments:

Based on the findings from the audit, the leadership team began to look at how the curriculum and environment of the school reflected the deficiency. The data was examined for trends and factors that influenced the engagement of students. Survey data, test scores, student interviews, and faculty discussions were all examined. The determination was that the faculty needed more PD on engaging strategies. It was also determined that the schedule did not ensure that every student was getting high quality teaching in the core subjects. Based on this data, the International Center's audit, and the WE, TELL, and ValEd surveys, the leadership decided that all core classes should have a co-teaching opportunity. The school has fully implemented the co-teaching model. This model has allowed all students equal access to a challenging curriculum taught by Highly Qualified teachers. The culture of our building is now student-focused with decisions made based on what is best for the students.

In addition to the implementation of the co-teaching model, the master schedule was adapted to accommodate more students and give more access to advanced courses and career/tech classes. This change came from the data examined, but also from the comments given by students involved in the College and Career Fairs hosted at the schools. More than 20 universities and colleges and ten to fifteen businesses and industries have attended these fairs, giving our students a diverse look at life after high school. We have increased the number of students involved in the Area Technology Center courses by 300% over the last two years. Our Dual Credit and advanced course numbers are up as well, which has been a focus of the school's leadership. It was determined that an inequality existed in the opportunities and support offered for our advanced and remedial students. Much of our focus was originally on remediation. Our advanced students were left out and had few opportunities. With the addition of the APEX software, the school is able to offer advanced courses that were not available before, allowing us to expand our course offerings without additional staff. Course offerings are adjusted based on student requests. Courses are no longer offered if the interest is not there, but if an online course is available one student can take that class. The addition of requirements for a fourth year in science along with a more rigorous senior math curriculum has boosted the number of students meeting math benchmarks. ACT and PLAN averages have increased and we have added the ePrep

software to our repertoire, giving students three practice exams and 24-7 access to training specifically focused on the EPAS system.

Our participation in the RTT-D grant has provided us with a College and Career coach. Her presence has allowed us to communicate scholarship opportunities, ACT prep opportunities, and post-secondary opportunities to students in a more efficient manner. The support of this grant in the development of more rigorous and differentiated instruction will be essential to the sustainability of the progress that has been made so far.

Our partnership with the International Center provided the necessary PD for our staff to increase rigor in their classrooms and differentiate their instructional strategies, leading to a more student-centered environment. Students are pushed to take more ownership of their learning and to set goals. With the implementation of the 1-1 iPads, teachers have been provided another avenue to reach students and engage them in learning. Teachers are exposed to multiple researched-based strategies to use in their classrooms to engage students. Student apathy is still present but in a much smaller portion of the student body. Our attendance rates are up. Our enrollment is up. The number of students deemed College and Career ready has increased from 2% in 2010 to 44.8% in 2013. Our teacher turnover has decreased and we have retained many effective teachers.

The leadership team is constantly monitoring the learning environment via walkthrough visits, the PGES system, PGP, CIITS, observations, formative and summative assessment data, and grades. The focus from day one in the building is changing the culture from mediocrity to excellence. The data shows that we are making strides in every area of assessment. We are not jumping off the page in every area, but all areas made progress. The reason for this improvement is the focus of the staff on building more rigorous courses and challenging students.

Team evidence:

Race To The Top (RTT) Grant providing College Coach, partnerships with community businesses, community stakeholder interviews, community liaison, Apex Learning program, "Celebration/Praise/Recognition (CPR)," increase in student Area Technical Center (ATC) enrollment, College and Career Fair attendance

Team comments:

The principal exhibits a student-centered commitment and attitude by communicating Celebration/Praise/Recognition (CPR) during morning announcements, reciting the school vision statement, and repeating other positive mantras (e.g., Remember what Purple Pride looks like). Additionally, Caverna High School met its College and Career Readiness goal in 2012-2013.

The principal provides myriad professional learning opportunities for teachers, and all students have the opportunity to use technology as learning tools (e.g., one-to-one iPad initiative). However, minimal evidence exists to support the use of iPads as learning tools for the personalization and differentiation of learning. Additionally, most classroom observations suggested a well-managed, but still teacher-centered, learning environment where rigor and relevance are not yet intentionally embedded into instructional practices at levels that support consistent, continuous, and sustainable student growth and

achievement. Students were rarely observed exhibiting listening skills toward other learners (34% evident/very evident) or comparing new learning with real life (27% evident/very evident). Manipulation and revision of the master schedule has not yet translated to rigorous, higher levels of learning.

Most stakeholder interviews and artifact review suggested few regular walkthrough observations (e.g., administrator, district, collegial) are currently occurring. Some stakeholder interviews indicated knowledge of data dissemination, but systemic monitoring of formative assessment data was not evident.

Little evidence supported the intentional, systemic monitoring of most professional learning opportunities. Most observed student learning was passive in nature.

Deficiency 3: The principal has not monitored existing structures and processes to ensure fidelity of implementation to enhance student learning.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
x	x	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:

Initiatives list, walkthroughs, common planning, guided planning, team meetings, lesson plans, unit plans, grades, PLC meetings, surveys (TELL and ValEd), new teacher mentoring, TLT use and sustainability, TLT duties document

School comments:

In order to streamline the number of initiatives that are currently in place the principal made decisions on what was the most important. This process involved the staff completing an exercise discussing what was “on their plate.” From this exercise it was determined that a priority existed for certain activities. These activities were maintained and others were de-emphasized. Those initiatives that remained were examined for repetitious content and then everything was streamlined. A prime example of this is the collegial walkthrough/PGES system. The collegial walkthroughs were dropped because the overlap with the PGES system, allowing teachers to concentrate more on what they are teaching and not on other time-consuming tasks.

Based on data garnered from surveys, the leadership has adapted the systems in place to be more efficient. With the advent of CIITS, guided planning is more targeted. If a teacher needs more direction it can be given in a more efficient manner. Conversely, teachers that do not need as much attention are not forced to revisit each lesson. There have been some factors this year that have led to some adaptation of the current systems. The leadership has made it a priority to provide support while not increasing the number of initiatives or systems on teachers. The TLT serves as a first line of monitoring and reporting. This team consists of model teachers that guide the departments. They have taken on some tasks that were formerly performed by the ERS staff. The loss of three full-time personnel has

made it necessary for the TLT to take some of the systems and adapt them for teachers. This adaptation has allowed them to build leadership skills and provided the principal with assistance when and where needed.

Team evidence:

Minimal walkthrough observation documentation, limited feedback on lesson plans, quarterly reports, stakeholder interviews, principal's presentation, Teacher Leadership Team (TLT) meeting agendas and minutes, review of artifacts, Continuous Instructional Improvement Technology System (CIITS)

Team comments:

While the principal has made efforts to limit teacher professional obligations (e.g., reducing number of required teacher initiatives from 15 to three [MAP, literacy, College and Career Readiness]), evidence strongly suggests the principal's administrative duties often take precedence over his school-based instructional duties. No evidence exists to suggest a strategic plan for establishing the three instructional initiatives or for selecting instructional initiatives of focus. Few efforts have been made to prioritize time for school leaders to monitor instructional practices and alignment of these practices to the school's stated vision. Interviews and evidence demonstrate a need for leadership capacity-building of Teacher Leadership Team (TLT) members in order to enable and foster school wide instructional leadership growth. No evidence exists to support training in a specific coaching methodology. Most stakeholder interviews and artifact review suggested few regular walkthrough observations (e.g., administrator, district, collegial/ TLT) are currently occurring.

A review of the Continuous Instructional Improvement Technology System (CIITS) revealed vast inconsistencies among teacher instructional planning, suggesting the lack of a cohesive, systemic approach to constructing rigorous lessons (e.g., inclusion of learning targets, guiding or essential questions, standards, procedures, instructional strategies). Little evidence existed to support meaningful principal feedback for improving instruction and planning.

Deficiency 4: The principal and school council has not effectively nor actively engaged all stakeholder groups in collaborative practices that ensure responsibilities of governance are implemented to guarantee high levels of achievement for all students.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
x	x	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:

Advisory council notes

School comments:

At the root of this deficiency was the fact that the SBDM council was not effective in data usage and overall governance of the school. The advisory council has been involved in examining data on a monthly basis and reviews the policies that govern the school on a monthly or as-needed basis. The principal has ensured that the council is aware of all changes in pertinent statute and has a better grasp of the budget. Each month the council reviews any new student data. This data is generated primarily from MAP, EPAS, and K-PREP assessments. The council reviews the data and discusses the progress of the classes toward College and Career Readiness. The council has analyzed the survey data that is available and looked for trends or concerns.

The principal has taken the time to explain the role of the council and encouraged them to ask questions and be involved in the process of governing the school. Due to the loss of the bookkeeper/secretary there has been more discussion on finances and expenditures. The principal has been charged with training the new bookkeeper/secretary and the council on the finances of the school. During each meeting the principal guides the council through the data and current information. The council is now more student-focused and is more involved in the governance of the school.

The principal has made every effort to get the Caverna brand seen in as many community venues as possible. There is a weekly radio broadcast. The school has been involved in several community events. We are building partnerships with local businesses and industries to increase the Career Readiness opportunities for students. We have hosted Family Night at the school in consortium with the middle school and FRYSC. This event was coupled with Parent/Teacher conferences to have a greater impact. The principal has spoken to numerous civic clubs, city councils, and county committees. We also participated in the work-ready community grant for Hart County and the principal is a member of this committee. The school leadership takes every opportunity to communicate the vision and positive things going on in the school.

The principal is a member of the Cave City Proud Committee. This group is involved in an annual community event. This role gives the principal a chance to meet people in the community that may not normally visit the school. The high school has had a minimum of two booths at this event, giving our students and staff an opportunity to share the vision of the school with our community. We also participate in several other community events such as clean up days, the Heritage Festival, and car shows.

Team evidence:

Stakeholder interviews, social media outlets (e.g., Facebook, Twitter, radio spots), principal's presentation, Advisory Council meeting agendas and minutes

Team comments:

While the Advisory Council has been meeting regularly as documented by agendas and minutes, collaborative decision-making is not clearly a focus. Meeting minutes and stakeholder interviews indicate that these sessions are focused on administrative information dissemination. Agendas do not demonstrate member deltas or the addressing of deltas in next steps to inform a continuous cycle of improvement. Evidence also exists to support a report of data analysis to the Advisory Council rather than a collaborative data analysis process to ensure high levels of student achievement.

Interviews, observations, and a review of artifacts and other documents reveal that the school has made some efforts to enhance stakeholder involvement, particularly with community/business partners (e.g., Kentucky Utilities and a local mulch company, the principal's participation on community committees, weekly radio broadcast, Twitter feeds, Facebook, collaboration with local government). The School Advisory Council and the principal's student "coffee club" illustrate a desire, primarily on the part of the principal, to give students a voice in the school.

The principal has made efforts toward increasing other avenues of community involvement (e.g., Family Fun Night, UCW Wrestling). However, evidence suggests a need to improve school-community relations and increase community involvement events aligned to the school's stated vision.

Deficiency 5: The principal has not intentionally built leadership capacity in the school.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
x		This deficiency has been addressed satisfactorily.
	x	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:

The creation and use of the Teacher Leadership Team, Lead Teachers, faculty conducting PLCs, ad hoc committees, standards roll out teams, co-teaching meetings

School comments:

Teachers have been empowered to take leadership roles in a multitude of ways. Teachers may lead by being a part of a Leadership Team or taking a role in leading a PLC. Each department has a lead teacher identified. This person demonstrates leadership by scheduling and guiding common planning. These teachers not only lead the department, but are also members of the TLT. They have traveled to model schools, participated in various leadership PD opportunities, participated in the Data Retreat training, and attended the International Center's leadership symposium. This group has taken on the role of monitoring the systems that are in place regarding curriculum development, data disaggregation, and standards alignment. The principal meets with the TLT every two weeks and gets feedback on what the needs, trends, and concerns are from each department. This meeting allows teachers to experience leadership on their terms and in areas where they feel comfortable. Other teachers have been placed in charge of groups or clubs. The leadership team is involved not only as the voice of the faculty but also in the decision-making process for the school. The principal consults the TLT as a guidance body on all decisions. The TLT leads each department in common planning and creates the CSIP for that department, and then as a lead body they analyze school data in conjunction with the principal.

Our committee structure has changed since we went to an Advisory Council. Instead of having standing committees we have moved to ad hoc committees, which allow teachers to participate in the committee process but does not tie them into a monthly meeting. Previously, we had the same five or six faculty on every committee. The blessing of being a small school is familiarity and a "family" environment. The down side to being a small school is the overworking of certain staff. Before we

changed to the ad hoc approach to committees we were burning out our most talented staff. Now we have diverse representation on committees and teachers can choose what they are involved with and may participate on several committees or only one. We have taken a similar approach to the standards roll-out teams. We have one teacher that is constant on the roll-out, but we allow others to share the burden, allowing multiple teachers to be a part of the shift to standards based education and experience what leadership looks like in a smaller package.

We have had all our teachers who collaborate trained in the co-teaching model, allowing the Special Education teachers to become integrated into an academic department. They have a voice in the department and are able to be a leader outside of the Special Education group. We were identified as a leader in the co-teaching model and have presented our program at KASC and in the Kentucky Teacher magazine.

Team evidence:

Teacher Leadership Team (TLT) meeting agendas and minutes, principal's presentation, stakeholder interviews, Professional Learning Community meeting agendas and sign-in sheets, Effective Learning Environment Observation Tool (ELEOT) summary data, Professional Development Plan

Team comments:

The principal communicates a desire for shared leadership and a collaborative approach to the turnaround work. Additionally, the principal and assistant principal have assumed morning teacher duty responsibilities (e.g., bus duty, cafeteria supervision) so teachers can be free to tutor students before the regular school day begins.

However, evidence suggests the principal's assumption of roles outside the realm of instructional leadership threaten to inhibit his capacity to appropriately and effectively mentor teachers and develop teacher leadership. Stakeholder interviews and artifact review reveals minimal structured shared/collaborative leadership with Advisory Council members. Little formal leadership coaching was evident. Classroom observations and stakeholder interviews suggest co-teachers were often passively involved in the instructional process. Interviews indicate that instructional planning between co-teachers is not systematic.

The principal expressed concerns regarding the systems approach to school improvement. However, the school wide structure does not currently foster an intentional, strategic method for initiating positive curricular, instructional, assessment, and organizational changes. The adopted ad hoc committee structure contradicts the systemic approach directed by the previous 2011-2012 Leadership Assessment.

Diagnostic Review Team Schedule**Caverna High School Diagnostic Review****SUNDAY, February 9, 2014**

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in		Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 8:30 p.m.	Team Work Session #1 Reviewing Internal Review documents and determining initial ratings all indicators	Hotel Conference Room	Diagnostic Review Team Members

MONDAY, February 10, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school	CCHS office	Diagnostic Review Team Members
8:00 – 9:00 a.m.	Standards Presentation - Questions/topics to be addressed: 1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here? <u>This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning.</u> 2. Overview of the School Self-Assessment -	Conference room or other private work area that can be designated for team use during the three day on-site review	All diagnostic review team members

	<p>review and explanation of ratings, strengths and opportunities for improvement.</p> <p>3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level?</p> <p>4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning?</p> <p>5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved?</p>		
9:00– 9:15	Break		Diagnostic Review Team Members
9:15-10:15	Principal Interview		Diagnostic Review Team Members
10:30– 11:45	Begin school and classroom observations	Classroom	Diagnostic Review Team Members
11:45 a.m.-12:30 p.m.	Lunch & Team Debriefing	Team Room 405	Diagnostic Review Team Members
11:45 – 4:00	<p>School and classroom observations continue</p> <p>(Some team members may be assigned to interview individuals or groups during this time.)</p>		
	Individual interviews should be scheduled for all school council members		Diagnostic Review Team Members (working in pairs or as individuals)
12:30	Interviews: Teachers member -	Room 305	
1:15	Interviews: Teacher member	Room 305	
2:20	Interviews: Teacher member -	Room 305	
2:00-3:00	Interviews: Parent Member –	Room 305	
3:00-4:00	Interviews: Parent Member -	Room 305	
	<p>Small group (3-5 persons) interviews should be scheduled for</p> <ol style="list-style-type: none"> parent leaders (2 team members students Community 		Diagnostic Review Team Members (working in pairs or as individuals)

12:30-1:15	Interview: Parents (5)	Curriculum Room 405	
1:45-2:30	Interview: Community Partners (4)	Room 305	
2:35-3:20	Interview: Community Partners (2)	Room 305	
3:25-4:10	Interview: Community Partners (3)	Room 305	
11:07-12:02 (4 th period)	Interview: Students	Room 305	
	Begin review of artifacts and documentation	Team Room 405	Diagnostic Review Team Members (working in pairs or as individuals)
4:00 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 – 9:00 p.m.	Evening Work Session #2 <ul style="list-style-type: none"> Review findings from Monday Team members working in pairs re-examine ratings and report back to full team Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific) Begin drafting report Prepare for Day 2 	Hotel conference room	Diagnostic Review Team Members

TUESDAY, February 11, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
8:00 a.m.	Team arrives at school		Diagnostic Review Team Members
8:30 – 11:45	School and classroom observations and review of artifacts		Diagnostic Review Team members (working in pairs or as individuals)
	Interview ERL and ERSs	TBA	Julia, Tom and Marcia
11:45 a.m.-12:30 p.m.	Lunch & team debriefing		Diagnostic Review

			Team Members
12:30 -4:00 p.m.	School and classroom observations Artifacts review Complete interviews as necessary		Diagnostic Review Team Members (working in pairs or as individuals)
5:30 – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 – 9:30 p.m.	Evening Work Session #3 <ul style="list-style-type: none"> Review findings from Tuesday Team deliberations to determine or confirm indicator ratings Discuss specific language or wording in all Opportunities for Improvement, Powerful Practices, Opportunities for Improvement to ensure the team has reach consensus regarding these findings. Tabulate Learning Environment ratings Team member discussion: <ul style="list-style-type: none"> Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities. Themes that emerged from the Learning Environment evaluation including a description of practices and programs that the institution indicated should be taking place compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.) 	Hotel Conference Room	Diagnostic Review Team Members

WEDNESDAY, February 12, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for school	Hotel	Diagnostic Review Team Members

8:00 – 11:00 a.m.	classroom and school observations		Diagnostic Review Team Members (working in pairs or as individuals)
11:00 – 1:30	<p>Final Team Work Session</p> <p>Examine</p> <ul style="list-style-type: none"> • Final ratings for standards and indicators • Powerful Practices (indicators rated at 4) • Opportunities for Improvement (indicators rated at 2) • Improvement Priorities (indicators rated at 1 or 2) • Summary overview for each standard • Learning Environment narrative 		Diagnostic Review Team Members
11:30 a.m.-12:15 p.m.	Working Lunch		Diagnostic Review Team Members
1:00 – 1:30	Complete the Kentucky Leadership Assessment/Diagnostic Review Addendum (pre-loaded on team workspace)		Diagnostic Review Team Members
1:30– 2:00	Kentucky Department of Education Leadership Determination Session		Diagnostic Review Team Members
2:00 – 2:15 p.m.	<p>Exit Report with the principal</p> <p>The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the principal. All substantive information regarding the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled later.</p> <p><u>The Exit Report will not be a time to discuss the team’s findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.</u></p>		Diagnostic Review Team

About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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School Diagnostic Review Summary Report

Caverna High School

Caverna Independent Public Schools

2/09/2014 – 2/12/2014

The members of the Caverna High School Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:

The principal does have the ability to lead the intervention and should remain as principal of Caverna High School to continue his roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____ Date: _____

I have received the diagnostic review report for Caverna High School.

Principal, Caverna High School

_____ Date: _____

Superintendent, Caverna Independent Public Schools

_____ Date: _____